International Baccalaureate
Middle Years Programme Subject Brief

Language and literature
From 2014

The IB Middle Years Programme (MYP) is designed for students aged 11 to 16. It provides a framework of learning that emphasizes intellectual challenge and encourages connections between studies in traditional subjects and the real world. The MYP focuses on “learning how to learn” through the systematic development of approaches to learning (ATL) skills for communication, collaboration, organization, self-management, reflection, research, informational literacy, media literacy, creative and critical thinking, and transfer of learning. It also fosters intercultural understanding and global engagement—essential qualities for young people today.

Interdisciplinary teaching and learning builds a connected curriculum that addresses the developmental needs of students and prepares them for further academic study and life in an increasingly interconnected world. The MYP uses concepts and contexts as starting points for meaningful integration and transfer of knowledge across eight subject groups.

For students seeking a formal qualification at the end of the programme’s Year 5, the IB offers eAssessments that lead to the IB MYP certificate or course results for individual subject areas. To earn the MYP certificate, students must complete 2 hour on-screen examinations in each of the following: language and literature, individuals and society, sciences, mathematics and interdisciplinary learning; submit an ePortfolio in language acquisition and one of the following: design, arts or physical and health education; complete a moderated personal project; and complete school-based expectations for service as action (community service).

I. Course description and aims

Language and literature courses equip students with linguistic, analytical and communicative skills that help to develop interdisciplinary understanding. Students develop skills in six domains—listening, speaking, reading, writing, viewing and presenting—both independently and with others.

MYP language and literature courses include a balanced study of genres and literary texts, including a world literature component. Students’ interactions with texts generate moral, social, economic, political, cultural and environmental insights. Through their studies, students learn how to form opinions, make decisions, and engage in ethical reasoning.

The aims of MYP language and literature are to encourage and enable students to:

• engage with text from different historical periods and a variety of cultures
• explore and analyse aspects of personal, host and other cultures through literary and non-literary texts
• explore language through a variety of media and modes
• develop a lifelong interest in reading
• apply linguistic and literary concepts and skills in a variety of authentic contexts.

II. Curriculum overview

The MYP promotes sustained inquiry in language and literature by developing conceptual understanding in global contexts.

Key concepts such as communication, connections, creativity and perspective broadly frame the MYP curriculum.

Related concepts promote deeper learning grounded in specific disciplines. Examples of related concepts in MYP language and literature include genre, purpose, context and style.

Students explore key and related concepts through MYP global contexts.

• Identities and relationships
• Orientation in space and time
• Personal and cultural expression
• Scientific and technical innovation
• Globalization and sustainability
• Fairness and development
The MYP curriculum framework offers schools flexibility to determine engaging, relevant, challenging and significant content that meets local and national curriculum requirements. This inquiry-based curriculum explores factual, conceptual and debatable questions in the study of language and literature.

The MYP requires at least 50 hours of teaching time for each subject area in each year of the programme. For students participating in MYP eAssessment, the IB recommends 70 hours of guided learning each year in MYP years 4 and 5.

III. Assessment criteria

Each language and literature objective corresponds to one of four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students’ work.

Criterion A: Analysing
Students demonstrate an understanding of the creator’s choices, the relationship between the various components of a text and between texts, and make inferences about audience responses and creators’ purposes. Students use the text to support their own responses and reflect on different perspectives and interpretations.

Criterion B: Organizing
Students understand and organize their ideas and opinions using a range of appropriate conventions for different forms and purposes of communication. Students recognize the importance of maintaining academic honesty, respecting intellectual property rights and referencing all sources accurately.

Criterion C: Producing text
Students produce written and spoken text, focusing on the creative process itself and on the understanding of the connection between the creator and his or her audience. Students make choices aimed at producing texts that affect both the creator and the audience.

Criterion D: Using language
Students develop, organize and express themselves and communicate thoughts, ideas and information. They use accurate and varied language that is appropriate to the context and intention.

IV. MYP eAssessment

Students seeking IB MYP course results or the IB MYP Certificate must demonstrate their achievement of the subject group’s objectives by completing an end-of-course on-screen examination.

Ideas and issues explored in MYP language and literature include:

- systems, power and protest, justice, peace and conflict, freedom and independence
- health and well-being, environment, lifestyle
- social roles, norms and expectations, gender, inclusion, minorities, class
- utopias, dystopias, survival
- religion, faith, values, ritual, spirituality, taboos
- allegiance, betrayal, revenge, atonement, forgiveness

Examination blueprints define the structure of tasks that simulate, replicate and sample formative internal assessments. In MYP language and literature courses, on-screen examinations comprise two tasks.

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<thead>
<tr>
<th>Task</th>
<th>Assessment criteria</th>
<th>Marks</th>
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<tbody>
<tr>
<td>Analysis</td>
<td>Assesses students’ ability to analyse, compare and contrast two text extracts giving opinions and justifications, organize their work in a coherent and logical manner, and produce language demonstrating a high degree of linguistic and grammatical accuracy (criteria A, B and D).</td>
<td>50</td>
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<td>Creative writing</td>
<td>Assesses students’ ability to organize their work in a coherent and logical manner (criterion B), produce text that demonstrates engagement with the creative process and an awareness of impact on audience, and produce language demonstrating a high degree of linguistic and grammatical accuracy (criteria C and D).</td>
<td>70</td>
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MYP language and literature on-screen examinations are aligned with understanding and skills that prepare students for high levels of achievement in IB Diploma Programme courses in *studies in language and literature*.

Sample question (creative writing)

Students are presented with a visual image and write a response of 400–600 words using one of the following three prompts.

- Write down an internal monologue expressing the thoughts and feelings of a narrator involved in this scene.
- Narrate the events that follow on from the moment shown in the image.
- Imagine you are the person in this image. Describe what you can see.

For further information on the IB Middle Years Programme, and a complete list of MYP subject briefs, visit: [www.ibo.org/myp/](http://www.ibo.org/myp/).
Complete subject guides can be accessed through the IB online curriculum centre (OCC) or purchased through the IB store: [http://store.ibo.org](http://store.ibo.org)