

Key Concepts

Key concepts promote the development of a broad curriculum. They represent big ideas that are both relevant within and across disciplines and subjects. For Language and Literature these are **Connections, Perspective, Creativity and Communication.**

| | | | |
|--------------------|---------------------|----------------------|-----------------------|
| Aesthetics | Change | Communication | Communities |
| Connections | Creativity | Culture | Development |
| Form | Global interactions | Identity | Logic |
| Perspective | Relationships | Systems | Time, place and space |

Global Context

Teaching and learning in the MYP involves understanding concepts in context. Global contexts provide a common language for powerful contextual learning, identifying specific settings, events or circumstances that provide more concrete perspectives for teaching and learning. When teachers select a global context for learning, they are answering the following questions.

- Why are we engaged in this inquiry?
- Why are these concepts important?
- Why is it important for me to understand?
- Why do people care about this topic?

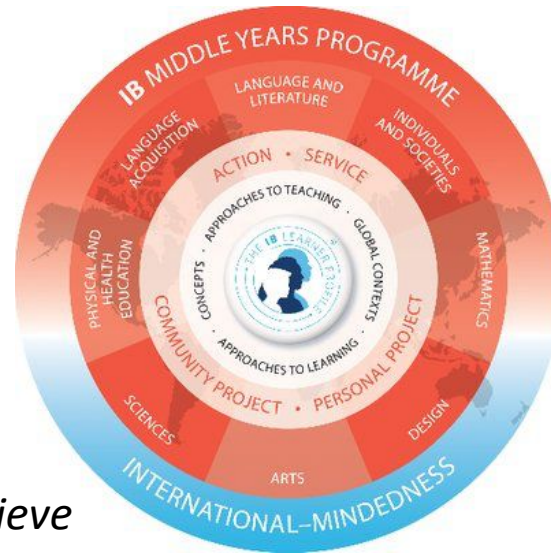
MYP Language and Literature can develop meaningful explorations of:

- identities and relationships • orientation in space and time • personal and cultural expression • scientific and technical innovation • globalization and sustainability • fairness and development

Related Concepts

Related concepts promote deep learning. They are grounded in specific disciplines and are useful for exploring key concepts in greater detail. Inquiry into related concepts helps students develop more complex and sophisticated conceptual understanding. There are 12 related concepts for each phase of Language and Literature.

| | | | |
|----------------------|---------------|---------|-----------------|
| Audience imperatives | Character | Context | Genre |
| Intertextuality | Point of view | Purpose | Self-expression |
| Setting | Structure | Style | Theme |



Together we inspire, learn and achieve

Language and Literature: Curriculum and Assessment overview

| Criterion A | Criterion B | Criterion C | Criterion D |
|-------------|--------------|------------------|----------------|
| Analysis | Organisation | Producing a Text | Using Language |

Year 7

| Module 1 | Module 2 | Module 3 | Module 4 | Module 5 | Module 6 |
|--------------------------|------------------------|--|-----------------------------------|--------------------|---------------------------|
| Topic: Myths and Legends | Topic: Of Mice and Men | Topic: Biographies and Autobiographies | Topic: Poetry from Other Cultures | Topic: Refugee Boy | Topic: Political Speeches |
| Assessment: B, C, D | Assessment: A | Assessment: A, B, C, D | Assessment: A & C | Assessment: B & D | Assessment: A, B, C, D |

Year 8

| Module 1 | Module 2 | Module 3 | Module 4 | Module 5 | Module 6 |
|-------------------------|--------------------------|-----------------------|-----------------------|------------------------|------------------------|
| Topic: Romeo and Juliet | Topic: A Christmas Carol | Topic: Gothic Writing | Topic: Travel Writing | Topic: Conflict Poetry | Topic: A Monster Calls |
| Assessment: B, C, D | Assessment: A | Assessment: B & D | Assessment: A & C | Assessment: B, C, D | Assessment: A, B, C, D |

Year 9

| Module 1 | Module 2 | Module 3 | Module 4 | Module 5 | Module 6 |
|----------------|-----------------------|------------------------|------------------------|----------------------------|-----------------------|
| Topic: Othello | Topic: Blood Brothers | Topic: Purple Hibiscus | Topic: Purple Hibiscus | Topic: Heroes and Villains | Topic: Justice Poetry |
| Assessment: A | Assessment: B, C, D | Assessment: A, B | Assessment: C, D | Assessment: A, B, C, D | Assessment: C, D |

Language and Literature (English) Subject Guide

Year 7 & 8 Assessment Criteria

Together we inspire, learn and achieve
Year 7 & 8 Grading

In the MYP, subject group objectives correspond to assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands that generally represent:

limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance.

The scores for each of the four criteria are added together and a final Grade is awarded.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|-----|-----|-------|-------|-------|-------|-------|
| 1-5 | 6-9 | 10-14 | 15-18 | 19-23 | 24-27 | 28-32 |

| level | Level Descriptor | | | |
|-------|---|---|---|--|
| | Criterion A: Analysing | Criterion B: Organising | Criterion C: Producing text | Criterion D: Using language |
| 0 | The student does not reach a standard described by any of the descriptors below | The student does not reach a standard described by any of the descriptors below | The student does not reach a standard described by any of the descriptors below | The student does not reach a standard described by any of the descriptors below. |
| 1–2 | The student: i. provides minimal identification and comment upon significant aspects of texts ii. provides minimal identification and comment upon the creator’s choices iii. rarely justifies opinions and ideas with examples or explanations; uses little or no terminology iv. identifies few similarities and differences in features within and between texts. | The student: i. makes minimal use of organizational structures, though these may not always serve the context and intention ii. organizes opinions and ideas with a minimal degree of logic iii. makes minimal use of referencing and formatting tools to create a presentation style that may not always be suitable to the context and intention. | The student: i. produces texts that demonstrate limited personal engagement with the creative process; demonstrates a limited degree of thought or imagination and minimal exploration of new perspectives and ideas ii. makes minimal stylistic choices in terms of linguistic, literary and visual devices, demonstrating limited awareness of impact on an audience iii. selects few relevant details and examples to support ideas. | The student: i. uses a limited range of appropriate vocabulary and forms of expression ii. writes and speaks in an inappropriate register and style that do not serve the context and intention iii. uses grammar, syntax and punctuation with limited accuracy; errors often hinder communication iv. spells/writes and pronounces with limited accuracy; errors often hinder communication v. makes limited and/or inappropriate use of non-verbal communication techniques. |
| 3–4 | The student: i. provides adequate identification and comment upon significant aspects of texts ii. provides adequate identification and comment upon the creator’s choices iii. justifies opinions and ideas with some examples and explanations, though this may not be consistent; uses some terminology iv. identifies some similarities and differences in features within and between texts. | The student: i. makes adequate use of organizational structures that serve the context and intention ii. organizes opinions and ideas with some degree of logic iii. makes adequate use of referencing and formatting tools to create a presentation style suitable to the context and intention. | The student: i. produces texts that demonstrate adequate personal engagement with the creative process; demonstrates some thought or imagination and some exploration of new perspectives and ideas ii. makes some stylistic choices in terms of linguistic, literary and visual devices, demonstrating some awareness of impact on an audience iii. selects some relevant details and examples to support ideas. | The student: i. uses an adequate range of appropriate vocabulary, sentence structures and forms of expression ii. sometimes writes and speaks in a register and style that serve the context and intention iii. uses grammar, syntax and punctuation with some degree of accuracy; errors sometimes hinder communication iv. spells/writes and pronounces with some degree of accuracy; errors sometimes hinder communication v. makes some use of appropriate non-verbal communication techniques. |
| 5–6 | The student: i. provides substantial identification and comment upon significant aspects of texts ii. provides substantial identification and comment upon the creator’s choices iii. sufficiently justifies opinions and ideas with examples and explanations; uses accurate terminology iv. describes some similarities and differences in features within and between texts. | The student: i. makes competent use of organizational structures that serve the context and intention ii. organizes opinions and ideas in a logical manner, with ideas building on each other iii. makes competent use of referencing and formatting tools to create a presentation style suitable to the context and intention | The student: i. produces texts that demonstrate considerable personal engagement with the creative process; demonstrates considerable thought or imagination and substantial exploration of new perspectives and ideas ii. makes thoughtful stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience iii. selects sufficient relevant details and examples to support ideas. | The student: i. uses a varied range of appropriate vocabulary, sentence structures and forms of expression competently ii. writes and speaks competently in a register and style that serve the context and intention iii. uses grammar, syntax and punctuation with a considerable degree of accuracy; errors do not hinder effective communication iv. spells/writes and pronounces with a considerable degree of accuracy; errors do not hinder effective communication v. makes sufficient use of appropriate non-verbal communication techniques. |
| 7–8 | The student: i. provides perceptive identification and comment upon significant aspects of texts ii. provides perceptive identification and comment upon the creator’s choices iii. gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology iv. compares and contrasts features within and between texts. | The student: i. makes sophisticated use of organizational structures that serve the context and intention effectively ii. effectively organizes opinions and ideas in a logical manner with ideas building on each other in a sophisticated way iii. makes excellent use of referencing and formatting tools to create an effective presentation style. | The student: i. produces texts that demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of thought or imagination and perceptive exploration of new perspectives and ideas ii. makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating clear awareness of impact on an audience iii. selects extensive relevant details and examples to support ideas. | The student: i. effectively uses a range of appropriate vocabulary, sentence structures and forms of expression ii. writes and speaks in a consistently appropriate register and style that serve the context and intention iii. uses grammar, syntax and punctuation with a high degree of accuracy; errors are minor and communication is effective iv. spells/writes and pronounces with a high degree of accuracy; errors are minor and communication is effective v. makes effective use of appropriate non-verbal communication techniques. |

Language and Literature (English) Subject Guide

Year 9 Assessment Criteria

Together we inspire, learn and achieve
Year 9 Grading

In the MYP, subject group objectives correspond to assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands that generally represent: limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance.

The scores for each of the four criteria are added together and a final Grade is awarded.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|-----|-----|-------|-------|-------|-------|-------|
| 1-5 | 6-9 | 10-14 | 15-18 | 19-23 | 24-27 | 28-32 |

| level | Level Descriptor | | | |
|-------|--|--|--|--|
| | Criterion A: Analysing | Criterion B: Organising | Criterion C: Producing text | Criterion D: Using language |
| 0 | The student does not reach a standard described by any of the descriptors below | The student does not reach a standard described by any of the descriptors below | The student does not reach a standard described by any of the descriptors below | The student does not reach a standard described by any of the descriptors below |
| 1–2 | The student: i. provides minimal identification or explanation of the content, context, language, structure, technique and style, and does not explain the relationship among texts ii. provides minimal identification and explanation of the effects of the creator's choices on an audience iii. rarely justifies opinions and ideas with examples or explanations; uses little or no terminology iv. interprets few similarities and differences in features within and between genres and texts. | The student: i. makes minimal use of organizational structures though these may not always serve the context and intention ii. organizes opinions and ideas with a minimal degree of coherence and logic iii. makes minimal use of referencing and formatting tools to create a presentation style that may not always be suitable to the context and intention. | The student: i. produces texts that demonstrate limited personal engagement with the creative process; demonstrates a limited degree of thought, imagination and sensitivity and minimal exploration and consideration of new perspectives and ideas ii. makes minimal stylistic choices in terms of linguistic, literary and visual devices, demonstrating limited awareness of impact on an audience iii. selects few relevant details and examples to develop ideas. | The student: i. uses a limited range of appropriate vocabulary and forms of expression ii. writes and speaks in an inappropriate register and style that do not serve the context and intention iii. uses grammar, syntax and punctuation with limited accuracy; errors often hinder communication iv. spells/writes and pronounces with limited accuracy; errors often hinder communication v. makes limited and/or inappropriate use of non-verbal communication techniques. |
| 3–4 | The student: i. provides adequate identification and explanation of the content, context, language, structure, technique and style, and some explanation of the relationship among texts ii. provides adequate identification and explanation of the effects of the creator's choices on an audience iii. justifies opinions and ideas with some examples and explanations, though this may not be consistent; uses some terminology iv. interprets some similarities and differences in features within and between genres and texts. | The student: i. makes adequate use of organizational structures that serve the context and intention ii. organizes opinions and ideas with some degree of coherence and logic iii. makes adequate use of referencing and formatting tools to create a presentation style suitable to the context and intention. | The student: i. produces texts that demonstrate adequate personal engagement with the creative process; demonstrates some degree of thought, imagination and sensitivity and some exploration and consideration of new perspectives and ideas ii. makes some stylistic choices in terms of linguistic, literary and visual devices, demonstrating adequate awareness of impact on an audience iii. selects some relevant details and examples to develop ideas. | The student: i. uses an adequate range of appropriate vocabulary, sentence structures and forms of expression ii. sometimes writes and speaks in a register and style that serve the context and intention iii. uses grammar, syntax and punctuation with some degree of accuracy; errors sometimes hinder communication iv. spells/writes and pronounces with some degree of accuracy; errors sometimes hinder communication v. makes some use of appropriate non-verbal communication techniques. |
| 5–6 | The student: i. provides substantial identification and explanation of the content, context, language, structure, technique and style, and explains the relationship among texts ii. provides substantial identification and explanation of the effects of the creator's choices on an audience iii. sufficiently justifies opinions and ideas with examples and explanations; uses accurate terminology iv. competently interprets similarities and differences in features within and between genres and texts. | The student: i. makes competent use of organizational structures that serve the context and intention ii. organizes opinions and ideas in a coherent and logical manner with ideas building on each other iii. makes competent use of referencing and formatting tools to create a presentation style suitable to the context and intention. | The student: i. produces texts that demonstrate considerable personal engagement with the creative process; demonstrates considerable thought, imagination and sensitivity and substantial exploration and consideration of new perspectives and ideas ii. makes thoughtful stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience iii. selects sufficient relevant details and examples to develop ideas. | The student: i. uses a varied range of appropriate vocabulary, sentence structures and forms of expression competently ii. writes and speaks competently in a register and style that serve the context and intention iii. uses grammar, syntax and punctuation with a considerable degree of accuracy; errors do not hinder effective communication iv. spells/writes and pronounces with a considerable degree of accuracy; errors do not hinder effective communication v. makes sufficient use of appropriate non-verbal communication techniques. |
| 7–8 | The student: i. provides perceptive identification and explanation of the content, context, language, structure, technique and style, and explains the relationship among texts thoroughly ii. provides perceptive identification and explanation of the effects of the creator's choices on an audience iii. gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology iv. perceptively compares and contrasts features within and between genres and texts. | The student: i. makes sophisticated use of organizational structures that serve the context and intention effectively ii. effectively organizes opinions and ideas in a coherent and logical manner with ideas building on each other in a sophisticated way iii. makes excellent use of referencing and formatting tools to create an effective presentation style. | The student: i. produces texts that demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of thought, imagination and sensitivity and perceptive exploration and consideration of new perspectives and ideas ii. makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating clear awareness of impact on an audience iii. selects extensive relevant details and examples to develop ideas with precision. | The student: i. effectively uses a varied range of appropriate vocabulary, sentence structures and forms of expression ii. writes and speaks in a consistently appropriate register and style that serve the context and intention iii. uses grammar, syntax and punctuation with a high degree of accuracy; errors are minor and communication is effective iv. spells/writes and pronounces with a high degree of accuracy; errors are minor and communication is effective v. makes effective use of appropriate non-verbal communication techniques. |