

MYP Language and literature SCWA

Related Concepts

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



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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. Related concepts may arise from the subject matter of a unit or the craft of a subject—its features and processes. The table below lists related concepts for the study of language and literature. Teachers are not limited to the related concepts listed in this chart and may choose others when planning units, including from other subject groups.

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

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

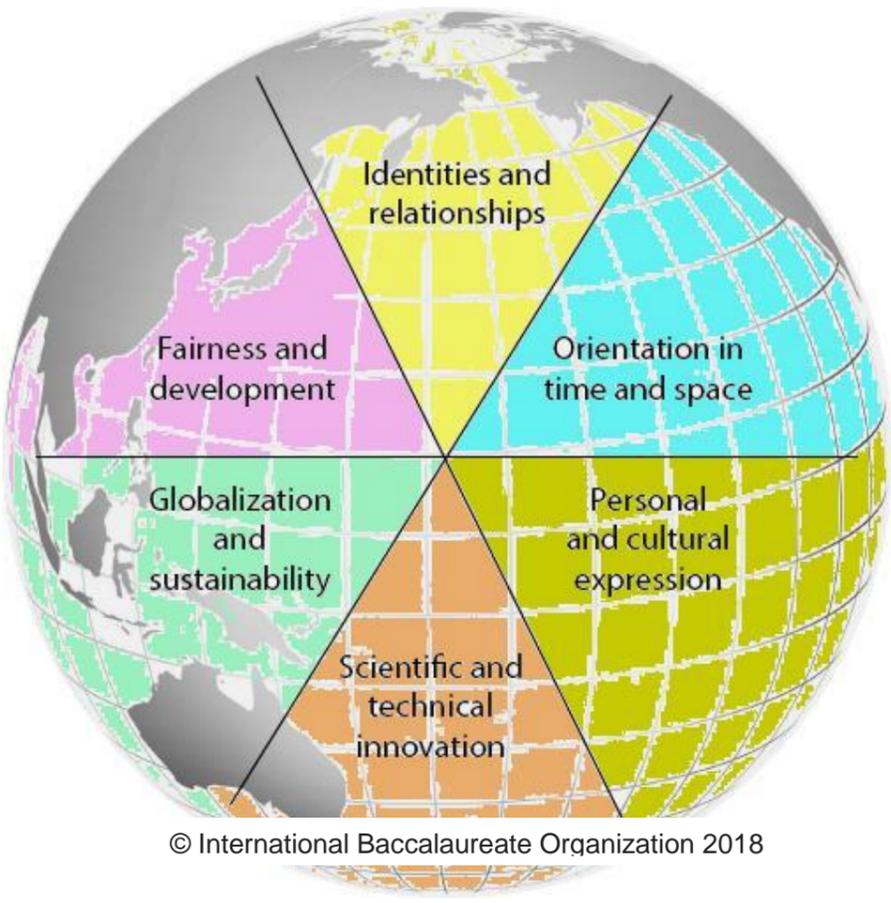
Global Concepts

Statement of Enquiry Criteria

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 sciences 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



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Statement of inquiry Teachers construct the statement of inquiry for a unit by combining a **key concept**, one or more **related concepts**, and a **global context** for the unit into a **meaningful statement** that students can understand. This statement expresses the relationship between concepts and context; it represents a transferable idea supported by factual content. Statements of inquiry facilitate synergistic thinking, synthesizing factual and conceptual levels of mental processing and creating a greater impact on cognitive development than either level of thinking by itself (Erickson 2007; Marzano 2009). The statement of inquiry:

- represents a contextualized, conceptual understanding
- describes a complex relationship that is worthy of inquiry
- explains clearly what students should understand and why that understanding is meaningful
- can be qualified (using phrases such as “often”, “may” and “can”) if it is not true in all situations, but is still an important idea
- can be formulated at different levels of specificity.

Overview of Assessment

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. Each band has its own unique descriptor that teachers use to make “best-fit” judgments about students’ progress and achievement. This guide provides the required assessment criteria for years 1, 3 and 5 of MYP sciences. In response to national or local requirements, schools may add criteria and use additional models of assessment. Schools must use the appropriate assessment criteria as published in this guide to report students’ final achievement in the programme. Teachers clarify the expectations for each summative assessment task with direct reference to these assessment criteria. Task-specific clarifications should clearly explain what students are expected to know and do. They could be in the form of: • a task-specific version of the required assessment criteria • a face-to-face or virtual classroom discussion • a detailed task sheet or assignment.

Progression of learning

Language learning is an iterative process and develops through inquiry in increasingly wider contexts and deeper reading. As students progress through their MYP language and literature studies, they are expected to engage with and explore an increasing range and sophistication of literary and informational texts and works of literature extending across genres, cultures and historical periods. These texts will also provide models for students to develop the competencies to communicate appropriately and effectively in an increasing range of social, cultural and academic contexts, and for an increasing variety of audiences and purposes.

Assessment Criteria

Achievement Level	Level Descriptor			
	Criterion A: Analysing	Criterion B: Organizing	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 technique
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 effecti

MYP Unit Planner Check List

Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	Inquiry Questions	Approaches to Learning
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