



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

Middle Years Programme

Language A guide

For use from September 2009 or January 2010





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IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

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How to use this guide

This guide is for use from September 2009 or January 2010, depending on the start of the school year, and for first use in final assessment in June 2010 (northern hemisphere) and December 2010 (southern hemisphere).

This document provides the framework for teaching and learning in language A in the Middle Years Programme (MYP) and must be read and used in conjunction with the document *MYP: From principles into practice* (August 2008).

Introduction to MYP language A

The individual's whole experience is built upon the plan of his language.

Henri Delacroix

The duty of literature is to note what counts, and to light up what is suited to the light.

Anatole France

Language is fundamental to learning, thinking and communicating, therefore it permeates the whole curriculum. The power of language is best experienced through quality literature. The study of language and literature enables students to become highly proficient in their understanding and use of their language(s) A.

Students need to develop an appreciation of language and literature, of the nature of language and literature, of the many influences on language and literature, and of the power and beauty of language and literature. They will be encouraged to recognize that proficiency in language is a valuable life skill, a powerful tool both in societal communication and as a means of personal reflection. Learning that language and literature are creative processes encourages the development of imagination and creativity through self-expression.

Mastery of one or more languages A enables each student to achieve their full linguistic potential.

MYP language A is academically rigorous, and equips students with linguistic, analytical and communicative skills that can also be used in an interdisciplinary manner across all other subject groups. There are six skill areas: listening, speaking, reading, writing, viewing and presenting, which develop as both independent and interdependent skills. Students develop these skills through the study of both language and literature. The choice of texts also provides opportunities for and influences students in further developing the attributes of the IB learner profile.

To assist in achieving these broader goals, this guide provides both teachers and students with clear aims and objectives for MYP language A, as well as details of final assessment requirements. IB-produced teacher support material (TSM) to complement this guide will be published shortly after the guide, and will aid implementation of the subject in schools.

The IB language A continuum

MYP language A builds on experiences in language learning that students have gained during their time in the IB Primary Years Programme (PYP). Knowledge, conceptual understanding and skills will have been developed through transdisciplinary units of inquiry or independent language inquiry. Students continuing on to the Diploma Programme (DP) will have a grounding in at least one language A that will enable them to undertake the DP course options, particularly those in DP group 1 but also in the core and in groups 2–6, and will have developed an inquiring, reflective approach to the study of language and literature. If students have become proficient in two (or more) languages A in the MYP, they may be aiming for a bilingual diploma in the DP.

Aims and objectives

Aims

The aims of any MYP subject state in a general way what the teacher may expect to teach or do, and what the student may expect to experience or learn. In addition, they suggest how the student may be changed by the learning experience.

The aims of the teaching and study of MYP language A are to encourage and enable students to:

- use language as a vehicle for thought, creativity, reflection, learning, self-expression and social interaction
- develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts
- develop critical, creative and personal approaches to studying and analysing literary and non-literary works
- engage in literature from a variety of cultures and representing different historical periods
- explore and analyse aspects of personal, host and other cultures through literary and non-literary works
- engage with information and communication technology in order to explore language
- develop a lifelong interest in reading widely
- apply language A skills and knowledge in a variety of real-life contexts.

Objectives

The objectives of any MYP subject state the specific targets that are set for learning in the subject. They define what the student will be able to do, or do better, as a result of studying the subject.

The objectives of MYP language A deal with language and literature. The various language skills—listening, speaking, reading, writing, viewing and presenting—are all covered by these objectives.

These objectives relate directly to the assessment criteria found in the “Language A assessment criteria” section.

A Content (receptive and productive)

At the end of the course, students should be able to:

- understand and analyse the language, content, structure, meaning and significance of both familiar and previously unseen oral, written and visual texts
- understand and apply language A terminology in context
- analyse the effects of the author’s choices on an audience
- compose pieces that apply appropriate literary and/or non-literary features to serve the context and intention
- compare and contrast works, and connect themes across and within genres
- express an informed and independent response to literary and non-literary texts.

B Organization

At the end of the course, students should be able to:

- create work that employs organizational structures and language-specific conventions throughout a variety of text types
- organize ideas and arguments in a sustained, coherent and logical manner
- employ appropriate critical apparatus.

C Style and language mechanics

At the end of the course, students should be able to:

- use language to narrate, describe, analyse, explain, argue, persuade, inform, entertain and express feelings
- use language accurately
- use appropriate and varied register, vocabulary and idiom
- use correct grammar and syntax
- use appropriate and varied sentence structure
- use correct spelling (alphabetic languages) or writing (character languages).

In tasks where there might be a crossover between criteria, the teacher(s) must indicate to the students the objective(s) of the task and the exact manner in which the task will be assessed.

Development of skills to meet MYP objectives

In order to meet the MYP language A objectives, teachers will need to concentrate on each of the macro-skills of language A: listening, speaking, reading, writing, viewing and presenting. These skills are very much interactive and interrelated, though in some instances teachers may wish to deal with them as discrete skills.

Through studying MYP language A, students will show an increasing awareness of the power of language, both in their own and others' language use. Students will be able to use and interpret language suitably for a variety of intentions and contexts.

Students should work with both familiar and previously unseen texts, in order to practise, develop and demonstrate their language A skills. Students should engage with texts from different times, places, cultures, geographical regions, historical periods and perspectives.

Oral communication

Oral communication encompasses all aspects of **listening** and **speaking**: skills that are essential for language development, for learning and for relating to others. Oral communication enables students to construct meaning through the process of articulating thoughts in a variety of ways.

Debates, role plays, discussions, Socratic seminars, oral essays, lectures, speeches, interviews, simulations, poetry recitals, and dramatic as well as oral interpretations of literature are all examples of tasks students may engage with to develop their oral communication skills both as speakers and listeners. Some oral communication tasks will involve a single, main speaker whereas other oral communication tasks will involve multiple, interacting speakers.

Written communication

Written communication encompasses all aspects of **reading** and **writing**. Reading is constructing meaning from text by making inferences and interpretations. The process of reading is interactive and involves the reader's purpose for reading, the reader's prior knowledge and experience, as well as the author's techniques and effects. Writing allows us to develop, organize and communicate thoughts, ideas and information.

Fiction and non-fiction in a variety of genres, for example, novels, short stories, biographies, autobiographies, diaries, letters, pastiches, parodies, cartoons, graphic novels, poetry, song lyrics, drama, screenplays, advertisements, blogs, emails, websites, appeals, brochures, leaflets, editorials, interviews, magazine articles, manifestos, reports, instructions and guidelines, are all examples of text types students may engage with to develop their written communication skills both as readers and writers.

Visual communication

Visual communication encompasses all aspects of **viewing** and **presenting**. Viewing and presenting means interpreting or constructing visuals and multimedia in a variety of situations and for a range of purposes and audiences. They allow students to understand the ways in which images and language interact to convey ideas, values and beliefs. Visual texts present information: learning to interpret this information and to understand and use different media are invaluable skills.

Advertisements, commercials, works of art, performance art, dramatic interpretations, postcards, graphic novels, animations, cartoons, comics, films, music videos, video clips, newspapers and magazines, graphs, tables, diagrams, leaflets, posters and television programmes are all examples of visual text types students may engage with to develop their visual communication skills both as viewers and presenters.

Please note that the examples above do not constitute a definitive list, and teachers may wish to incorporate other text types into classroom practice.

Requirements

MYP language A is a compulsory component of the MYP in every year of the programme.

Language A should be, ideally, the mother tongue of the student. The language of instruction of the school does not need to be a student's language A if this is not his or her mother tongue, and schools are encouraged to make use of the mother-tongue language provisions for certification if this is the case.

Where there are students for whom the school's principal language A (language of instruction) is a second language, then schools are required to ensure that an effective course of second language instruction is in place. Please see the document *Learning in a language other than mother tongue in IB programmes* for further information.

Usually the language of instruction of the school is offered as language A. However, schools do not have to restrict themselves to only this language A: schools are welcome to have two or more languages A within their curriculum. Where the student population shows the need, schools are strongly encouraged to have more than one language A.

Organizing language A in the school

Language A must be structured within the school so that the final aims and objectives set by the IB for this subject group can be met effectively. In order to do this, schools will need to provide for **sustained** language learning. This means that students must be allowed the opportunity to learn the same language in each year of the MYP, and have that learning sustained across the entire year in each year of the MYP.

In many cases, students will study the same language as language A for the whole five years of the MYP. In some cases, and for varying reasons, students may begin studying a language as language B, but as they increase in proficiency may begin studying this language as language A later in the MYP. In these cases, close collaboration between the language B and language A teachers is essential to ensure a smooth transition between subject groups.

The language A course must provide a linguistic and academic challenge for students in order to give them the best possible educational experience. Students must be given the opportunity to develop their language A skills to their full potential. For examples of the standards expected of students by the end of the programme, please refer to the language A teacher support material.

The definition of literature varies between cultures and languages A. In most cultures, literature includes poetry, prose (short stories and novels), mythology and drama, and in some cultures, literature also includes autobiography, biography, graphic novels, travelogues, satires, essays, letters, literary non-fiction, speeches, oral traditions, screenplays, film, and episodic television. Schools need to determine what constitutes literature within the context of their language A course(s).

Teaching hours

It is essential that teachers be allowed the number of teaching hours necessary to meet the requirements of the MYP language A courses in their particular school. Although the prescribed minimum teaching time in any given year for each subject group is 50 teaching hours, the IB recognizes that, in practice, more than 50 teaching hours per year will be necessary, not only to meet the programme requirements over the five years, but also to allow for the sustained, concurrent teaching of disciplines that enables interdisciplinary study.

Considering the final objectives and standards expected in MYP language A, more hours than the minimum figure per year are recommended, though this may vary depending on school location, student background, and whether the language A is also the language of instruction of the school (if the language A is not the language of instruction, schools may need to consider allocating more time). Schools must ensure that students are given sufficient time and **continuous** instruction to allow them the opportunity to meet the final objectives for language A.

Academic honesty

Academic honesty is the responsibility of schools, teachers and students in the MYP.

Teachers are encouraged to contribute to the development of academic-honesty policies that show encouragement of honesty, guidelines on teaching students how to use all forms of resources adequately—including information and communication technology (ICT)—and that also include information on procedures for when dishonesty is discovered. Academic honesty policies must apply throughout all years of IB programmes: this way, students will fully grasp the importance of being academically honest, and will build on their skills from year to year.

Specific areas of academic honesty that can be focused on in language A include:

- **personal skills**—discussions on integrity, confidence in one's own work, willingness to work independently, self-evaluation skills
- **social skills**—discussions on how to work collaboratively, how to contribute to a team, how to acknowledge work by other team members, peer-evaluation skills
- **technical skills**—recognition of when and why others' ideas should be acknowledged, which sources of information should be acknowledged and how to acknowledge them correctly, understanding plagiarism, how to construct a bibliography, how to reference correctly, familiarity with academic conventions.

MYP teachers should model academic honesty for students, for example, by ensuring that all learning materials given to students are properly referenced. School librarians can also play a role in promoting academic honesty, particularly with technical skills. Academic honesty can also be promoted by setting tasks that are difficult to complete through plagiarism, or other forms of academic dishonesty. For example, if a task requires students to give their own interpretation of a topic or use their linguistic skills, rather than asking for factual answers, then it is very difficult to plagiarize other material. Tasks should be challenging, but not so difficult that students are tempted to use dishonest means to complete them, and support should be available when students require it.

For further information on IB policy on academic honesty, please see the publications *MYP: From principles into practice* and *Academic honesty: guidance for schools*.

The IB does not prescribe any particular referencing convention. However, schools must adopt a recognized convention for students to use.

Resources

The choice of resources within a school will need to reflect the languages and ranges of age and abilities within that school. Schools also need to ensure that there is an adequate supply of resources for teachers as well as students.

The school library has an essential role to play in this process. As well as providing up-to-date and appropriate resources both for teachers and students, the school library should provide opportunities for students to develop information literacy skills. The library staff should be consulted during the development of subject-specific and interdisciplinary units of work as they could be helpful during the planning stages. With regard to language A in particular, the library is a key player in providing world literature, works in translation and books in different languages A.

Assessment tasks should be designed to measure the goals of a unit of work (whether students have grasped the significant concepts, unit question and area of interaction focus): resources must be carefully chosen and prepared so as to aid teaching and learning within a unit and to enable students to engage with the assessment tasks.

Information and communication technology (ICT) should be used when appropriate as an important means of expanding students' knowledge of the world in which they live, gaining access to a broader range of language resources and as a new channel for developing skills. All teachers have the responsibility to teach students to use electronic media critically so that students are aware of the uses and limitations of the data.

In addition, the online curriculum centre (OCC) is a valuable resource for teachers in the MYP. It contains discussion forums and resource banks, as well as official IB publications that can be downloaded. Please see your MYP coordinator for a school code and password.

Developing the curriculum

Introduction

All MYP subjects, including language A, provide a curricular framework with set final aims and objectives. Schools are responsible for developing and structuring their language A courses so that they provide opportunities for students to meet the final aims and objectives effectively by the end of the programme. The circumstances specific to individual schools will determine which language(s) schools are able to offer, and the organization of the language(s) A within the school.

The MYP requires schools to facilitate and promote collaborative planning for the purpose of curriculum planning, review and reflection.

The staff responsible for teaching and learning in language A will need to determine the subject content for each year of the programme. All objectives must be developed in each year of the programme, at the appropriate level. In planning the language A curriculum, teachers will need to deconstruct the objectives so that they build during years 1–4 towards the highest level in year 5 of the programme, providing for continuity and progression in each objective. The objectives in this guide, and the separately published examples of interim objectives for language A, will guide teachers in making decisions about the choice of content and learning experiences offered to students, including the types of assessment that are appropriate for the students' particular stage of development.

In developing the curriculum for the different years of the programme, teachers are encouraged to plan increasingly complex units of work that will cover the entire scope of the objectives themselves. However, within these, discrete tasks or smaller units of work might concentrate on specific objectives.

In year 5 of the programme, the curriculum should provide students with the opportunity to achieve the highest descriptor levels in the final assessment criteria.

Balancing the curriculum

As teachers are responsible for determining the subject content for each year of the MYP, they will need to ensure that this content forms a balanced curriculum. The flexibility of the MYP allows teachers to choose challenging works from their own sources to suit the particular needs and interests of their students.

There needs to be a balance of **language** and **literature** in MYP language A. Language learning in context, language acquisition and literature all play a key role in constructing the language A curriculum and provide a natural entry point to inquiry-based learning.

There needs to be a balance of **genres** in an MYP language A course. Teachers must ensure that students have the opportunity to study a range of different text types, for example, short fiction and long fiction, extracts and full-length works, poetry, drama, non-fiction and visual texts. It is recommended that multiple genres are addressed within each year of the programme so that students have the opportunity to fully develop their genre-specific skills over the five years.

There needs to be a **world literature** component in each year of the programme. In the MYP, world literature means literature from different parts of the world, cross-cultural works and/or works in translation, each of which clearly shows diverse cultures. The intention of this is for schools to broaden their students' experiences/perspectives and to encourage increased intercultural awareness through the study of a rich variety of cultures, times and places.

When planning a unit of work in language A, teachers must ensure that:

- one area of interaction provides a context for learning, in addition to approaches to learning
- linguistic and literary understanding and skills are being developed
- learning outcomes match the MYP objectives (see objectives in “Aims and objectives”)
- the content selection supports a balanced curriculum
- appropriate materials are selected from a wide range of sources
- differentiated teaching and learning methods are planned and used
- student inquiry is a possible entry point to the unit
- students are given clear information about how their work will be assessed, including which objectives are being developed
- in the final year of the programme, student achievement of the objectives is measured against the published assessment criteria (see “Language A assessment criteria”).

Teachers should also ensure that students have the opportunity to develop their skills in completing work with **different requirements** and under a **variety of conditions**, for example, under test conditions, on word processors, handwritten, timed and untimed, formal writing process (brainstorming, organization, drafting, redrafting, editing, publishing), informal conditions, impromptu writing and speaking.

The document *MYP: From principles into practice* (August 2008) provides detailed information on organizing the written, assessed and taught curriculum, including the use of interim objectives, modified assessment criteria for years 1–4 of the programme and the planning of units of work.

Addressing the areas of interaction

The areas of interaction provide contexts through which teachers and students consider teaching and learning, approach the disciplines, and establish connections across disciplines. They are organizing elements that strengthen and extend student awareness and understanding through meaningful exploration of real-life issues. All teachers share the responsibility of using the areas of interaction as a focus for their units of work.

The process of inquiring into the subject content through the different perspectives or contexts of the areas of interaction enables students to develop a deeper understanding of the subject as well as the dimensions of the areas of interaction. Through this inquiry cycle of understanding and awareness, reflection and action, students engage in reflection and metacognition, which can lead them from academic knowledge to thoughtful action, helping to develop positive attitudes and a sense of personal and social responsibility.

The document *MYP: From principles into practice* (August 2008), in the section “The areas of interaction”, provides further information relating to the dimensions of each area of interaction, the inquiry cycle, planning units of work, and focusing relevant content through these areas of interaction.

There are five areas of interaction:

- approaches to learning (ATL)
- community and service
- health and social education
- environments
- human ingenuity.

The following sections on the areas of interaction provide sample questions that might be used as **MYP unit questions** or **inquiry cycle questions**, depending on the content being taught. These particular questions are “content free”, and when devising their own questions, teachers can relate them to the specific content that is being explored in a unit of work.

It is important to note that the areas of interaction are ways of looking at content: some of the examples that follow could easily fit into more than one area of interaction perspective, and also have the potential to be explored through subjects other than language A.

The contexts that frame the content curriculum in language A must be natural and meaningful. Often when designing a unit of work, the context for the content will emerge naturally. To provide meaningful learning experiences, teachers should ensure that the MYP unit question gives students scope for inquiry into the issues and themes within the content. The area of interaction will then give direction to teacher-directed and student-initiated inquiry.

Please note that any reference to “I” in the areas of interaction questions could also be interpreted as “we” where this is more appropriate to the social ethos of the school or location.

Approaches to learning

How do I learn best?

How do I know?

How do I communicate my understanding?

Approaches to learning (ATL) are central to all MYP subject groups and the personal project. Through ATL, schools provide students with the tools to enable them to take responsibility for their own learning. This involves articulating, organizing and teaching the skills, attitudes and practices that students require to become successful learners.

The MYP has identified seven groups of skills that encompass ATL: organization, collaboration, communication, information literacy, reflection, thinking, and transfer. The school community will need to spend time defining the ATL attitudes, skills and practices that they consider important within these groups, both for an individual subject group and across subject groups.

Sample questions

- What should we learn in language A and who decides this?
- What can we learn about the world through language A?
- What skills are specific to language A?
- What does it mean to be fluent?
- What does it mean to be literate?
- How do our language A skills assist/support/improve learning in other subjects?
- What skills and knowledge can we take from other subjects and use in language A?
- What skills can we use to organize our learning in language A?
- How do others’ ideas influence our own?
- How does language A influence our understanding of cultures/cultural diversity?
- What are the language A techniques and tools that we use to communicate effectively?
- How can we evaluate our own language use?
- How could we approach this type of task more effectively in the future?
- What are the strengths and weaknesses of different information sources?

- How does language A enable us to challenge information/arguments?
- How can we improve our language A skills?

Community and service

How do we live in relation to each other?

How can I contribute to the community?

How can I help others?

The emphasis of community and service is on developing community awareness and a sense of belonging and responsibility towards the community so that students become engaged with, and feel empowered to act in response to, the needs of others.

Community and service starts in the classroom and extends beyond it, requiring students to discover the social reality of self, others and communities. This, in turn, may initiate involvement and service in the communities in which they live. Reflection on the needs of others and the development of students' ability to participate in and respond to these needs both contribute to the development of caring and responsible learners.

Students will explore the nature of past and present communities through language A, as well as their place in their own communities. Incorporating community and service into the study of language A encourages responsible citizenship as students deepen their knowledge and understanding of the world around them.

Sample questions

- How can we learn about communities through language A?
- How does a community shape language A?
- How do our different communities affect our language use?
- How does a community affect literature?
- What role does literature play within a community?
- What does literature add to a community?
- How are writers viewed by the community?
- How are community issues portrayed differently within various genres and literary movements?
- What would the world be like without literature?
- How can language A be used to help a community and individuals?
- How do language A skills enable debate on moral, social, ethical and spiritual issues within the community?
- How is our involvement with the community helping us to develop our language A skills?
- How can we use our language A skills to contribute to a community?

Health and social education

How do I think and act?

How am I changing?

How can I look after myself and others?

This area of interaction is about how humanity is affected by a range of social issues (including health). It includes an appreciation of these effects in various cultural settings and at different times. It is concerned with physical, social and emotional health and intelligence—key aspects of development leading to a complete and balanced lifestyle.

Sample questions

- How does language A communicate emotion?
- How does language A impact on society? On individuals? On me?
- How can language A be used to influence people?
- What does literature have to say about the range of human emotions, behaviour and issues?
- Is literacy a luxury or a necessity?
- Is reading for pleasure a luxury or a necessity?
- Is reading literature a luxury or a necessity?
- In what ways does language A enable us to express ourselves?
- How does language A enable us to learn about ourselves and others?
- How can our language A skills help us to make right/healthy choices?
- How does age affect our perspective on language and literature?
- How does our maturity influence our perception of language and literature?
- How do language and literature facilitate our understanding of ourselves and others?
- How do social groups affect language use?
- How are health and/or social issues portrayed differently within various genres and literary movements?
- How can we use language A to show empathy when working with others?

Environments

What are our environments?

What resources do we have or need?

What are my responsibilities?

This area of interaction considers environments to mean the totality of conditions surrounding us, natural, built and virtual. It focuses on the wider place of human beings in the world and how we create and affect our environments. It encourages students to question, to develop positive and responsible attitudes, and to gain the motivation, skills and commitment to contribute to their environments.

Sample questions

- What are the impacts of natural environments on language and literature?
- What are the impacts of built environments on language and literature?
- What are the impacts of virtual environments on language and literature?
- How does the way in which a particular environment is presented affect our understanding of the work (and of the environment)?
- How does literature affect our understanding of different environments?
- How does the production of texts affect the natural environment?
- How do our language A skills enable us to understand different environments?
- What power do writers have to communicate environmental issues?
- What responsibilities do writers have to communicate environmental issues?
- How can our writing/speaking improve the school environment?
- How are environments portrayed differently within various genres and literary movements?

Human ingenuity

Why and how do we create?

What are the consequences?

Human ingenuity looks at human contributions in the world both in their particular context and as part of a continuing process. It stresses the way humans can initiate change, whether for good or bad, and examines the consequences (intended and unintended). This area also emphasizes both the importance of researching the developments made by people across place, time and cultures, and the importance of taking time to reflect on these developments.

Sample questions

- Where does language come from?
- How does language evolve over time?
- What is language?
- What qualifies as literature?
- What are the ethical parameters in the use of language A?
- How can a language initiate change?
- How does technology affect language?
- How is human ingenuity portrayed differently within various genres and literary movements?
- When does a person become a writer? What qualifies a person as a writer?
- How can a controversial text challenge our thinking?
- Is there such a thing as an unethical text?
- What are the effects/consequences of language contributions?
- What are the effects/consequences of different works of literature?
- What makes a classic?
- What makes a work valid for study in language A?
- On what basis do we make our own oral/written/visual communication choices?
- Can our communication make a difference?

Assessment in the MYP

There is no external assessment provided by the IB for the MYP and therefore no formal externally set or marked examinations. All assessment in the MYP is carried out by teachers in participating schools and relies on their professional expertise in making qualitative judgments, as they do every day in the classroom. In line with the general IB assessment philosophy, a norm-referenced approach to assessment is not appropriate to the MYP. Instead, MYP schools must follow a criterion-related approach. This means that students' work must be assessed against defined assessment criteria and not against the work of other students.

The IB moderation and monitoring of assessment procedures ensure that the final judgments made by these teachers all conform to an agreed scale of measurement on common criteria.

It is expected that the procedures for assessment and the MYP assessment criteria are shared with both students and parents as an aid to the learning process.

Using the assessment criteria

The assessment criteria published in this guide correspond to the objectives of this subject group. The achievement levels described have been written with year 5 final assessment in mind.

All schools **must** use the assessment criteria published in this guide for final assessment, although local or national requirements may involve other assessment models and criteria as well.

In years 1–4, schools may modify the descriptors of the achievement levels for each criterion according to the progression of learning organized by them and guided by the interim objectives. These modified criteria must be based on the MYP principles of assessment and must provide for a coherent approach to assessment practices over the entire programme. Schools may add other criteria, in addition to the MYP criteria, in response to national requirements and report on these internally to parents and students.

Clarifying published criteria in year 5

During the final year of the programme, the final assessment criteria as published in each subject-group guide must be used when awarding levels. However, specific expectations of students for a given task must still be defined.

Teachers will need to clarify the expectations of any given task with direct reference to the published assessment criteria. For example, in language A, teachers will need to clarify exactly what “sophisticated organizational structures” means in the context of a given assessment task. This might be in the form of:

- a task-specific clarification of the criteria, using the published criteria but with some wording changed to match the task
- an oral discussion of the expectations
- a task sheet that explains the expectations.

It is important that teachers specify the expected outcomes at the beginning of each individual task so that students are aware of what is required.

When clarifying expectations, teachers must ensure that they do not alter the standard expected in the published criteria, nor introduce new aspects. When awarding levels in year 5, teachers themselves should always use the published criteria.

Please also see the “Language A: Moderation” section for guidance on what is required as part of background information.

The “best-fit” approach

The descriptors for each criterion are hierarchical. When assessing a student’s work, teachers should read the descriptors (starting with level 0) until they reach a descriptor that describes an achievement level that the work being assessed has **not** attained. The work is therefore best described by the preceding descriptor.

Where it is not clearly evident which level descriptor should apply, teachers must use their judgment to select the descriptor that best matches the student’s work overall. The “best-fit” approach allows teachers to select the achievement level that best describes the piece of work being assessed.

If the work is a strong example of achievement in a band, the teacher should give it the higher achievement level in the band. If the work is a weak example of achievement in that band, the teacher should give it the lower achievement level in the band.

Further guidance

Only whole numbers should be recorded; partial levels, fractions and decimals are not acceptable.

The levels attributed to the descriptors must not be considered as fixed percentages, nor should it be assumed that there are arithmetical relationships between descriptors. For example, a level 4 performance is not necessarily twice as good as a level 2 performance.

Teachers should not think in terms of a pass or fail boundary for each criterion, or make comparisons with, or conversions to, the IB 1–7 grade scale, but should concentrate on identifying the appropriate descriptor for each assessment criterion.

The highest descriptors do not imply faultless performance, but should be achievable by students at the end of the programme. Teachers should therefore not hesitate to use the highest and lowest levels if they are appropriate descriptors for the work being assessed.

A student who attains a high achievement level for one criterion will not necessarily reach high achievement levels for the other criteria. Similarly, a student who attains a low achievement level for one criterion will not necessarily attain low achievement levels for the other criteria.

Teachers should not assume that the results of a group of students being assessed will follow any particular distribution plan.

Further information on MYP assessment can be found in the document *MYP: From principles into practice* (August 2008) in the section “Assessment”.

Language A assessment criteria

Please note that the assessment criteria in this guide are for first use in **final assessment** in the 2009–10 school year for northern hemisphere schools and in the 2010 school year for southern hemisphere schools.

The following assessment criteria have been established by the IB for language A in the MYP. All final assessment in the final year of the MYP must be based on these assessment criteria even if schools are not registering students for IB-validated grades and certification.

Criterion A	Content (receptive and productive)	Maximum 10
Criterion B	Organization	Maximum 10
Criterion C	Style and language mechanics	Maximum 10

For each assessment criterion, a number of band descriptors are defined. These describe a range of achievement levels with the lowest represented as 0.

The descriptors concentrate on positive achievement, although failure to achieve may be included in the description for lower levels.

Criterion A: Content (receptive and productive)

Maximum: 10

How well can the student:

- understand and analyse language, content, structure, meaning and significance of both familiar and previously unseen oral, written and visual texts?
- compare and contrast works, and connect themes across and within genres?
- analyse the effects of the author's choices on an audience?
- express an informed and independent response to literary and non-literary texts?
- compose pieces that apply appropriate literary and/or non-literary features to serve the context and intention?
- apply language A terminology in context?

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	<p>The student demonstrates very limited understanding of the text and topic, and little or no awareness of the author's choices. There is little or no detail, development or support.</p> <p>In creative work, pieces show very limited imagination or sensitivity; the student rarely employs literary features, or employs literary and/or non-literary features that do not serve the context or intention.</p> <p>The use of terminology is missing, inconsistent and/or incorrect.</p>
3–4	<p>The student demonstrates limited understanding of the text and topic, and sometimes shows an awareness of the author's choices, although detail, development and/or support are insufficient.</p> <p>In creative work, pieces show limited imagination or sensitivity; the student attempts to employ literary and/or non-literary features; these sometimes serve the context and intention.</p> <p>The use of terminology is sometimes accurate and appropriate.</p>
5–6	<p>The student demonstrates a sufficient understanding of the text and topic, and an awareness of the author's choices, using adequate detail, development and support.</p> <p>In creative work, pieces reflect some imagination and sensitivity; the student generally employs literary and/or non-literary features that serve the context and intention.</p> <p>Terminology is usually accurate and appropriate.</p>

Achievement level	Level descriptor
7–8	<p>The student demonstrates a good understanding of the text, topic and the author’s choices, using substantial detail, development and support.</p> <p>In creative work, pieces reflect imagination and sensitivity; the student employs literary and/or non-literary features that serve the context and intention.</p> <p>Relevant terminology is used accurately and appropriately.</p>
9–10	<p>The student demonstrates a perceptive understanding of the text, topic and the author’s choices, consistently using illustrative detail, development and support.</p> <p>In creative work, pieces reflect a lot of imagination and sensitivity; the student employs literary and/or non-literary features effectively that serve the context and intention.</p> <p>The student shows a sophisticated command of relevant terminology, and uses it appropriately.</p>

Notes

- The quality and explanation of supporting material is assessed against criterion A, while the structure, ordering and integration of supporting material are assessed under criterion B.
- The task being assessed against criterion A may involve more than one work or more than one author.
- Students should be working with both familiar and previously unseen texts, in order to practise, develop and demonstrate their language A skills.
- Responses to literature must reflect a meaningful personal interaction with the text that shows genuine understanding and analysis.
- This criterion can be applied to oral, written and visual work.

Criterion B: Organization

Maximum: 10

How well can the student:

- create work that employs organizational structures and language-specific conventions throughout a variety of text types?
- organize ideas and arguments in a sustained, coherent and logical manner?
- employ appropriate critical apparatus?

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student rarely employs organizational structures and/or language-specific conventions, or uses those that do not serve the context and intention. The work is generally disorganized, unclear and/or incoherent . The student employs critical apparatus inappropriately or not at all .
3–4	The student sometimes employs organizational structures and/or language-specific conventions that serve the context and intention. The work shows the beginnings of organization but lacks coherence . The student employs critical apparatus with limited success .
5–6	The student usually employs organizational structures and language-specific conventions that serve the context and intention. The work is generally organized, clear and coherent . The student generally employs critical apparatus correctly .
7–8	The student consistently employs organizational structures and language-specific conventions that serve the context and intention. The work is usually well-organized , clear and coherent and the ideas being expressed build on each other . The student employs critical apparatus correctly .
9–10	The student consistently employs sophisticated organizational structures and language-specific conventions that serve the context and intention. The work is consistently well-organized, clear and coherent and the ideas being expressed build on each other in a sophisticated manner. The student integrates critical apparatus correctly and effectively .

Notes

- Organizational structures and language-specific conventions include the systems used in a language A, for example, paragraphs and transitions. What is considered as appropriate structure or convention will be dependent on the language.
- Examples of “critical apparatus” include quotations, citations, references, footnotes, bibliographies, table of contents, outlines, appendices, tables, graphs, labels, headings, italicizing, underlining, superscripting, subscripting.
- The quality and explanation of supporting material is assessed against criterion A, while the structure, ordering and integration of supporting material are assessed under criterion B.
- This criterion can be applied to oral, written or visual work.

Criterion C: Style and language mechanics

Maximum: 10

How well can the student:

- use appropriate and varied register, vocabulary and idiom?
- use correct grammar and syntax?
- use appropriate and varied sentence structure?
- use correct spelling/writing?
- use language to narrate, describe, analyse, explain, argue, persuade, inform, entertain and express feelings?
- use language accurately?

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	<p>The student employs a very limited range of appropriate vocabulary, idiom and sentence structure. There are very frequent errors in grammar and syntax, which persistently hinder communication.</p> <p>There is little or no evidence of a register and style that serve the context and intention.</p> <p>There are very frequent errors in punctuation and spelling/writing, which persistently hinder communication. In oral/presentation work there is little or no competence in oratory technique.</p>
3–4	<p>The student employs a limited range of appropriate vocabulary, idiom and sentence structure. There are frequent errors in grammar and syntax, which hinder communication.</p> <p>There is some evidence of a register and style that serve the context and intention.</p> <p>There are frequent errors in punctuation and spelling/writing, which hinder communication. In oral/presentation work there is some competence in oratory technique.</p>
5–6	<p>The student generally employs a range of appropriate vocabulary, idiom and sentence structure. Grammar and syntax are generally accurate; occasional errors sometimes hinder communication.</p> <p>The student often uses a register and style that serve the context and intention.</p> <p>Punctuation and spelling/writing are generally accurate; occasional errors sometimes hinder communication. In oral/presentation work there is adequate competence in oratory technique.</p>

Achievement level	Level descriptor
7–8	<p>The student employs a range of appropriate vocabulary, idiom and sentence structure. Grammar and syntax are accurate; occasional errors rarely hinder communication.</p> <p>The student consistently uses a register and style that serve the context and intention.</p> <p>Punctuation and spelling/writing are accurate; occasional errors rarely hinder communication. In oral/presentation work there is a good level of competence in oratory technique.</p>
9–10	<p>The student employs a wide and effective range of appropriate vocabulary, idiom and sentence structure. Grammar and syntax are accurate; very infrequent errors do not hinder communication.</p> <p>The student demonstrates mastery of a register and style that serve the context and intention.</p> <p>Punctuation and spelling/writing are accurate; very infrequent errors do not hinder communication. In oral/presentation work there is a high level of competence in oratory technique.</p>

Notes

- “Spelling” applies to alphabetic languages, whereas “writing” applies to character languages. This criterion deals with issues of **accuracy** of spelling/writing and not the aesthetics of handwriting.
- Spelling/writing: students should consistently use a standard form of the language being studied, appropriate to the task.
- The same recurring error should be treated as a single error.
- “Oratory technique” refers to a combination of pronunciation, intonation, tone, pitch, inflection, pace, pausing, voice control, volume, projection, body language, gesture, eye contact, as applicable to the language being studied.
- Pronunciation: clarity must be considered here, rather than issues of accent.
- This criterion can be applied to oral, written and visual work. Please note that the punctuation and spelling aspect will not apply to oral work, and the oratory technique aspect will not apply to written work. For visual work, these aspects will depend on the task and the teacher must clarify for students how they apply.

Determining the final grade

This section explains the process by which a student's overall achievement level (in terms of the assessment criteria) is converted to a single grade.

1. Collecting the information

Teachers will use assessment tasks to make judgments of their students' performance against the assessment criteria at intervals during the final year in the subject. Many of the assessment tasks will allow judgments of levels to be made with regard to more than one criterion.

For the purposes of final assessment, teachers **must** ensure that, for each student, they make **several judgments against each criterion**. This can be achieved by using some kinds of assessment task more than once, or by incorporating other types of assessment activity. MYP language A has **three** criteria and so **at least six** judgments (two per criterion) must be made for each student in the final year for the purposes of final assessment. However, as more-complex tasks will allow students to be assessed against several criteria, final assessment may rest on a limited number of tasks.

Important: If more than one teacher is involved in one subject for a single year group, the school must ensure **internal standardization** is used to provide a common system for the application of the assessment criteria to each student. In joint assessment, internal standardization is best achieved by:

- the use of common assessment tasks
- shared assessment of work between the teachers
- regular contact between the teachers.

In certain schools, students may be grouped according to ability within the same subject. In such cases, the teachers' final assessment of student performance across all groups must be based on a **consistent application of the assessment criteria to all students' work**. A different standard should not be applied to different groups.

2. Making a final judgment for each criterion

When the judgments on the various tasks have been made, teachers will be in a position to establish a final profile of achievement for each student by determining the **single most appropriate level for each criterion**. Where the judgments for a criterion differ for specific assessment tasks, the teacher must decide which level best represents the student's final standard of achievement.

Important: Teachers should not average the levels gained in year 5 for any given criterion. Students can develop academically right up to the end of the programme, and teachers must make a professional judgment (that is also supported by work completed) as to which level best corresponds to a student's level of performance for each of the criteria towards the end of the programme.

3. Determining the final criterion levels total

The final levels for each criterion must then be added together to give a **final criterion levels total** for language A for each student. In language A, students have the opportunity to gain a maximum level of 10 for each of the criteria A, B and C. Therefore the maximum final criterion levels total for language A will be 30.

The final criterion levels total is the total that will be submitted to the IB via IBIS (IB information system) for those schools that have registered students to receive IB-validated grades.

4. Determining the final grade for language A

Grade boundaries must be applied to the criterion levels totals to decide the final grade for each student.

Please see the *MYP coordinator's handbook* for the table of grade boundaries for language A.

All MYP subjects receive final grades in the range from 1 (lowest) to 7 (highest) on the IB record of achievement, where students have been registered for IB-validated grades. The general MYP grade descriptors describe the achievement required for the award of the subject grade. After using the conversion table to determine a student's final language A grade, teachers should check the general grade descriptor table to ensure that the description equally reflects the student's achievement.

Schools requiring **IB-validated grades** are required to use **only** the published MYP subject-specific criteria as a basis for the final results that they submit to the IB (both for moderation and as final assessment for certification).

Other schools (those not requiring IB-validated grades) will use the published criteria together with any additional criteria that they have developed independently, and report internally to students and parents. These schools may decide on their own grade boundaries (if using published and additional criteria), or use the boundaries published by the IB.

Language A: Moderation

The following details apply **only** to schools that request **IB-validated grades**.

Please ensure that you also refer to the section “Assessment in the MYP”.

Purpose of moderation

The external moderation procedure in all MYP subjects and the personal project exists to ensure that students from different schools and different countries receive comparable grades for comparable work, and that the same standards apply from year to year.

All MYP assessment is carried out by the students’ own teachers (or by the supervisors in the case of the personal project). The IB moderation procedures ensure that the final tasks set by those teachers are appropriate and that the final judgments made by these teachers all conform to an agreed scale of measurement on common criteria.

To ensure this comparability and conformity, moderation samples submitted to the IB **must** be assessed using the assessment criteria and achievement levels published in this guide.

The submission date for moderation samples is before the end of a school’s academic year. Tasks submitted for moderation are not absolutely final tasks. Schools must continue to make further assessments of students’ work after moderation samples have been submitted, as these later tasks will also contribute towards the student’s final criterion levels total.

For general information on moderation, please see *MYP: From principles into practice (August 2008)*, section “Moderation”.

Teachers should note that there are three distinct phases to the moderation process.

- Phase 1: Submission of moderation samples
- Phase 2: Submission of criterion levels totals
- Phase 3: Award of MYP grades

Phase 1: Submission of moderation samples

Schools that request IB-validated grades for their students must register these students following the guidelines in the *MYP coordinator’s handbook*. This includes students who are only eligible for the record of achievement along with those who are also eligible for the MYP certificate.

Each moderation sample must include **eight folders of students' work** with each folder representing the work of a single student. The selection of student work should be representative of a range of abilities within the final year group, comprising two comparatively good folders, four folders showing average ability and two comparatively weak folders. Only the work of students registered for IB-validated grades should be submitted. If there are fewer than eight students registered, the sample will therefore have fewer than eight folders. In each folder teachers must include a completed coversheet *Form F3.1*. An additional folder (the background information folder) containing descriptions of the assessment tasks and background information for each task must be supplied.

Since June 2006, schools that have had minimal adjustments to their results over a three-year period have been instructed to send only four folders of student work instead of eight in the relevant subjects. "Minimal adjustments" means differences between teachers' and moderators' totals of within plus or minus 3. This does not mean that there will be no changes to final grades, as some students' totals will still cross grade boundaries even though the differences, and therefore the moderation factors applied, are small. Schools are advised via the moderation reports whether they can send four folders the following year. The situation is monitored annually and applies only to the subjects that have been identified in the moderation reports. For further information, please see your MYP coordinator.

Content of a language A moderation sample

Two judgments are required against each criterion for language A.

Prescribed minimum tasks

To meet the required number of judgments against each criterion, the following pieces of work **must** be submitted in each folder.

One essay (literary, argumentative, persuasive or analytical piece of writing) of 500–1,000 words or 600–1,200 Chinese characters in length

and

One piece of creative writing (for example, poetry, short story, dramatic scene, pastiche) of a maximum of 1,000 words or 1,200 Chinese characters, plus an optional rationale of a maximum of 300 words or 360 Chinese characters

and

One response to literature

- Response to literature option A: a written personal response, demonstrating the student's ability to approach work in an independent fashion, of 500–1,000 words or 600–1,200 Chinese characters in length

or

- Response to literature option B: an oral personal response, demonstrating the student's ability to approach work in an independent fashion, of 3–5 minutes in length. Only individual oral tasks (no group work) may be submitted. Please also refer to the important notes for oral work below.

Important notes

- In the moderation sample, teachers' assessments of students' work must be based entirely on the criteria published in this guide.
- Teachers should ensure that the correct number of judgments (two judgments per criterion) is recorded for each criterion on the coversheet *Form F3.1*. The reverse of coversheet *Form F3.1* may contain information on extenuating circumstances for individual students if it is not already contained in the background information.
- Teachers should include the same tasks for all students in the sample wherever possible. Where the students have completed the same task, the conditions of that task should have been the same for all students (for example, the opportunity or not to use dictionaries).
- If tasks have been differentiated for students, this should be noted on the back of coversheet *Form F3.1*. Even if differentiation has occurred, all students must still be assessed against the published criteria.
- It is acceptable to enclose additional pieces of students' work (including assessment tasks and background information) if these are necessary to meet the required number of judgments against each criterion.
- Tasks for final assessment and moderation must be devised to give students the opportunity to reach the highest achievement level of each criterion.
- Descriptions of the assessment tasks and background information should be compiled into a ninth folder. This should include a blank copy of the tasks. This information does not need to be added into each of the eight student folders. This may be submitted in the working language of the school (English, French, Spanish or Chinese) or in the language A.
- Background information should document details that may be useful to the moderators, such as time allocation for an assessment task, degree of teacher support, conditions under which the task was completed, preparations allowed, familiarity with topic, which referencing convention the students were required to use, use of dictionaries, and so on.
- In the background information, teachers must specify the intended outcome of the task specifying the qualities of a good example of student work. This could be provided through markschemes (with a copy of the relevant worksheet, test paper, and so on), instructions given to students, comments on student work, and descriptions of the ways the assessment tasks were presented to the students, as well as clear explanation to the moderation team.
- Where possible, original student work should be submitted rather than photocopies. Teacher comments on student work are welcome. If written directly on the student work, teacher comments and corrections should be easily distinguishable from the student work.
- Anything in the moderation sample that differs from the stated requirements should be explained either in the background information or on the moderation checklist.
- The prescribed minimum tasks are compulsory for moderation and should reflect the types of assessment tasks used later in the year by the teacher for final assessment. However, the minimum tasks are only a snapshot of what is assessed in schools and teachers are reminded that a wide range of assessment tasks should be used in all years of the MYP.
- In law, students retain copyright in work they create themselves, and the school probably retains copyright in the tasks created by teachers. However, when the school submits this work to the IB, students and schools are deemed to be granting the IB a non-exclusive worldwide licence to use the work. Please see the *MYP coordinator's handbook* sections F1 and F3 for further information on how this work may be used and section F4 for the *Student claim of exclusive copyright* form if needed.

Important notes for the submission of oral work

- Please see the teacher support material for examples of oral work and further guidance on preparing recordings.
- Oral recordings must be submitted on audio cassette, video cassette, DVD or compact disc (CD-Rom). Digital tapes (mini cassette tapes) are not acceptable. The recording can be audio only or video with audio (this will depend on the task, and the school's recording facilities).
- Oral work submitted for moderation must be recorded under direct teacher supervision.
- The student must be clearly identified—either orally if audio only or visually if on video—at the beginning of the recording, and the cassette, DVD or CD should be clearly labelled.
- If submitting video, the context of the task must be clearly visible, that is, the physical environment that is relevant to the outcome of the performance, for example, dais, stage area, front of classroom. Try to film from a slightly elevated position and ensure the camera is steady.
- The recording sent for moderation must be a minimum of three minutes and a maximum of five minutes long and be one continuous recording of one task, or part thereof (for example, edited tasks are inappropriate). The recording should give supporting evidence to the level awarded by the teacher.
- For the purposes of moderation the oral task is an individual activity. The student must have the opportunity to speak at length. If the student requires it, the teacher may make a brief intervention in the form of a question, comment or prompt. However, the teacher may not correct the student, teach, introduce leading questions or suggest replies.
- The oral task must not be a reading: students must show their ability to speak at length on a topic. Students may use notes or cue cards as a prompting tool but may not read from a prepared script.
- Although group work (for example, round-table discussions, debates) is encouraged in practice, it must not be submitted for moderation purposes because it is sometimes difficult for moderators to ascertain an individual student's actual contribution to a piece of work, or identify an individual student on audio cassette/CD.
- Teachers should listen to the oral recordings before submitting them as part of the moderation sample to ensure that the recording is audible and clear.

Important notes for the submission of written work

- Writing tasks submitted for moderation must conform to minimum word requirements. This is to make sure students are given the scope to reach the highest band of the criteria, and allows for consistency between moderation samples.
- Group work is encouraged in practice. However, it must not be submitted for moderation purposes because it is sometimes difficult for moderators to ascertain a student's actual contribution to a piece of work.
- Writing tasks sent for moderation should reflect the student's own work.
- Schools must not submit work that they suspect has been plagiarized.
- Responses to literature must reflect a meaningful personal interaction with the text that shows genuine understanding and analysis.
- If students provide a rationale (or statement of intent) for their creative piece, this will be used to inform the understanding of the creative piece. Teachers need to specify whether the rationale formed part of the assessment. The rationale must not exceed 300 words in total. The rationale does not replace the background information.

Word length conversion table			
Language	500–1,000 words (essay, response to literature)	Maximum 1,000 words (creative writing)	Maximum 300 words (optional rationale for creative writing)
Alphabetic languages	500–1,000 words	Maximum 1,000 words	Maximum 300 words
Chinese	600–1,200 characters	Maximum 1,200 characters	Maximum 360 characters
Japanese	1,000–2,000 characters	Maximum 2,000 characters	Maximum 600 characters
Korean (spaces not counted)	1,150–2,300 characters	Maximum 2,300 characters	Maximum 690 characters

The submission date for moderation samples is before the end of a school's academic year. Schools must continue to make further assessments of students' work after moderation samples have been submitted as these later tasks will also contribute towards the student's final criterion levels total.

The *MYP coordinator's handbook* provides the coversheet *Form F3.1*, and further guidance on submitting moderation samples in each subject. The language A teacher support material that complements this guide provides an example of key components of a moderation sample.

Phase 2: Submission of criterion levels totals

Phase 1 of the moderation process takes place before the end of most schools' academic year. After submitting moderation samples, teachers should continue to assess students' work until **final assessment**.

After final assessment, teachers should use the procedure described in "Determining the final grade" to arrive at a **criterion levels total** for each student registered for certification.

The MYP coordinator will then enter each registered student's criterion levels total on **IBIS**, and submit this to the IB.

Phase 3: Award of MYP grades

Following moderation in each subject, the IB may, where appropriate, apply a moderation factor to the criterion levels totals submitted by a school. Final grades will then be determined by applying grade boundaries to these moderated totals.

Schools will receive notification of the final grades for their students and the IB will also provide a general and a school-specific moderation report for each subject in which students were registered.

The *MYP coordinator's handbook* provides further guidelines on submitting criterion levels totals in each subject.

Language A: Monitoring of assessment

The following applies to schools **not** requesting IB-validated grades.

Please ensure that you also refer to the sections “Assessment in the MYP” and “Language A: Moderation”.

Definition

Monitoring of assessment is a service available to IB World Schools offering the MYP, whereby schools can send samples of assessed student work to the IB to receive feedback from an experienced MYP assessor in the form of a report. This service is subject to a fee.

Monitoring of assessment is aimed at providing support and guidance in the implementation and development of the programme with regard to internal assessment procedures and practices. It is not linked to validation of students’ grades, and therefore differs from the process of external moderation. Monitoring of assessment is currently limited to assessment conducted in the final three years of the programme.

Details on registering for monitoring of assessment and fees, as well as the latest updated versions of the coversheets, are available in the *MYP coordinator’s handbook*. Examples of completed coversheet *Form F4.4* will be available in the language A teacher support material.

Further information on monitoring of assessment can be found in the document *MYP: From principles into practice* (August 2008), in the section “Monitoring of assessment”. Brief information follows here.

Purpose

There are three reasons why schools send in a monitoring of assessment sample:

1. as a requirement for the school’s programme evaluation visit
2. as a pre-check before sending in samples for moderation
3. to receive guidance on a particular subject.

Choice of tasks for monitoring of assessment

For evaluation visit and general advice

Schools can decide on the types of task they wish to submit for monitoring of assessment for the evaluation visit or for general advice. However, it is recommended that the tasks listed in “Language A: Moderation” are considered as these tasks are designed to give an even spread over the language A assessment criteria (A, B and C).

Prior to moderation

If the school is requesting monitoring of assessment in preparation for future moderation, the tasks in the following list **must** be included in the sample. These are the required minimum tasks listed in the “Language A: Moderation” section.

One essay (literary, argumentative, persuasive or analytical piece of writing) of 500–1,000 words or 600–1,200 Chinese characters in length

and

One piece of creative writing (for example, poetry, short story, dramatic scene, pastiche) of a maximum of 1,000 words or 1,200 Chinese characters, plus an optional rationale of a maximum of 300 words or 360 Chinese characters

and

One response to literature

- Response to literature option A: a written personal response, demonstrating the student’s ability to approach work in an independent fashion, of 500–1,000 words or 600–1,200 Chinese characters in length

or

- Response to literature option B: an oral personal response, demonstrating the student’s ability to approach work in an independent fashion, of 3–5 minutes in length. Only individual oral tasks (no group work) may be submitted. Please also refer to the important notes for oral work below.

Please also refer to the important notes in the “Language A: Moderation” section, particularly for guidance on oral work and for word length conversions for Japanese A and Korean A.

MYP language A frequently asked questions

General

What are the Diploma Programme (DP) language options for students taking MYP language A?

Currently, students taking MYP language A will be well prepared to take the DP language A1 course or the language A2 course, at standard or higher level.

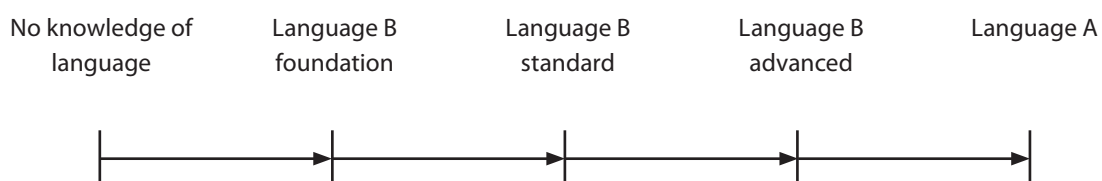
From 2011 onwards, students taking MYP language A will be well prepared to take the DP language A: literature course or the language A: language and literature course, at standard and higher level.

How do I ensure that my students are prepared for the DP after the MYP?

The best way to do this is to obtain a copy of the DP groups 1 and 2 subject guides and past examination papers and compare the expectations. When students leave the MYP, they should be able to meet the final objectives of the DP after two further years of study.

What is the difference between language B advanced and language A?

Teachers are encouraged to see language learning as occurring on a continuum. Students begin with no knowledge of the language, and work towards the goal of language A proficiency—similar to that of a mother-tongue speaker.



Language B advanced is seen as a standard of high proficiency in a language, nearing that of language A. However, the student would still need the sort of linguistic training that occurs in a language B class.

Where schools offer the same language as both language A and language B, there must be close collaboration between teachers to ensure a smooth transition between subject groups.

Does the IB mandate a specific referencing convention?

When their writing uses any external source(s), students must use appropriate quotations and citing of sources within their writing, including correct bibliographical information, according to a recognized convention. However, schools need to make their own choice as to which convention they will adopt.

Assessment

I want to assess my students in a wide variety of ways without being restricted to the choice of “essay”, “piece of creative writing” and “response to literature”. Can I assess in other ways as well?

Yes. The “essay”, “piece of creative writing” and “response to literature” are compulsory for moderation and should reflect the types of assessment tasks used later in the year by the teacher for final assessment. However, the minimum tasks are only a snapshot of what is assessed in schools and teachers are reminded that a wide range of assessment tasks should be used in all years of the MYP.

I assess all of my tasks against all three criteria. What does this mean for moderation?

For moderation purposes, moderators only need to see two judgments against each of the criteria. If you have already assessed all of the prescribed minimum tasks against all of the criteria, this is fine for the classroom context. However, you will only need to record two of the judgments per criterion on *Form F3*. Schools may choose which judgments they wish to record on *Form F3*. However, since the purpose of moderation is to check for consistency and correct use of criteria, care must be taken to ensure that each task is assessed using the same criteria across the sample.

If my students do a creative piece, can they provide a rationale?

Yes, however this will be completely dependent on the nature of the task. If the nature of the task requires that a rationale should be provided, then it should be part of the instructions to students.

If a creative assignment has required both a creative element and a rationale, then both of these pieces should be provided as part of the creative piece of work in the moderation sample.

Please see the section “Language A: Moderation” for word limits corresponding to creative pieces and accompanying rationales.

How much background information is enough?

When assembling the moderation sample, the moderation team needs the information directly relevant to the task submitted.

An overview of the entire course is not necessary. In explaining the task, explaining the task’s place in the unit is helpful; however, including the entire unit is not necessary.

As the moderation team needs to have a clear understanding of the basis and expectation of a given task, information relevant to the task itself is needed. For example, including a copy of the poem, short story, essay or short text used as the basis of the task in the background information folder is extremely useful. When a longer work serves as the basis of the task, including in the background information folder the correct and full title of the work as well as the author enables the moderation team to seek additional information when needed.

MYP language A glossary

Author	Used as part of objective and criterion A. Students should be able to analyse the effects of an author’s choices on an audience. In this context, “author” refers to the person(s) responsible for the creation of an oral, written or visual work.
Critical apparatus	Part of objective and criterion B. Examples of critical apparatus include quotations, citations, bibliographies, tables, graphs, footnotes, references, italicizing, underlining, table of contents, appendices, labels, headings, outlines, superscripting, subscripting.
Host culture	The culture of the community in which a school is situated. This culture might or might not be different to that of the school.
Informed (response)	Part of objective and criterion A. “Informed” refers to how well students have supported their ideas.
Language A	One of the eight subject groups of the MYP, language A involves the study of both language and literature. Language A should be, ideally, the mother tongue of the student.
Language B	One of the eight subject groups of the MYP, language B primarily involves the study of language, though will also involve some study of literature at the advanced level. Language B should be a student’s second language. A student can study the language of instruction of the school as his or her language B if the language of instruction is not his or her mother tongue.
Language of instruction	This is the language in which the majority of a school’s curriculum is delivered. A school can have more than one language of instruction.
Literary	Pertaining to, or reflective of, literature (see literature).
Literature	The definition of literature varies between cultures and languages A. In most cultures, literature includes poetry, prose (short stories and novels), mythology and drama, and in some cultures, literature also includes autobiography, biography, graphic novels, travelogues, satires, essays, letters, literary non-fiction, speeches, oral traditions, screenplays, film, and episodic television. MYP language A can include all of the above, and schools need to determine what constitutes literature within the context of their language A course(s).
Non-literary	Not pertaining to, or reflective of, literature, but which is still an important facet of a language A course. This may include elements such as newspaper and magazine articles, advertisements, camera techniques, illustrations, soundtracks, and so on.
Oral essay	A literary composition on a single subject (that is, an essay) that is composed with the intent that it will be delivered orally, rather than in written form.

Oratory technique	Part of objective and criterion C. Oratory technique refers to a combination of pronunciation, intonation, tone, pitch, inflection, pace, pausing, voice control, volume, projection, body language, gesture and eye contact, as applicable to the language being studied.						
Parody	A work that imitates another work or an author, with the intention to mock and/or attempt humour.						
Pastiche	A pastiche may be a work that demonstrates an imitation of another author's style, or a work that demonstrates an imitation of multiple authors' styles.						
Productive content	Part of objective and criterion A. Productive content is that where the student shows his or her knowledge, understanding and application of language A concepts and skills through composing pieces that apply appropriate literary and/or non-literary features to serve the context and intention and through using appropriate language A terminology in context.						
Receptive content	Part of objective and criterion A. Receptive content is that where the student shows his or her knowledge and understanding of language A concepts through his or her analysis of language, content, structure, meaning and significance of both familiar and previously unseen oral, written and visual texts, through comparing and contrasting works, through analysing the effects of an author's choices on an audience, and through expressing an informed and independent response to literary and non-literary texts.						
Register	The use of a variety of tones, pace, volume, pitch, inflection, fluency/fluidity, vocabulary, grammar and sentence structure that gives the correct degree of formality appropriate for the specific context and audience.						
Response to literature	Meaningful personal interactions with texts that show genuine understanding and analysis. Students must be responding to literature in every year of the programme.						
Style	Part of objective and criterion C. Style refers to vocabulary, grammar, register and/or syntactical elements that a student uses, as opposed to large literary features (for example, flashbacks) which are part of objective and criterion A.						
Terminology	Part of objective and criterion A. Language A terminology is the language used for analysing texts and includes terms such as plot, theme, tone, characterization, setting, symbol, screenplay, masthead, by-line, close-up, and so on.						
Text	Used interchangeably with work. For the purposes of language A, a text may be written, oral or visual. Texts can be non-literary or literary.						
Visual text	A text that contains an image, a series of images or moving images. A visual text will usually be combined with written text or sounds.						
Weighting	A measure of the relative importance of each assessment criterion. In MYP language A, the final weighting is: <table> <tr> <td>content (receptive and productive)</td> <td>1/3</td> </tr> <tr> <td>organization</td> <td>1/3</td> </tr> <tr> <td>style and language mechanics</td> <td>1/3</td> </tr> </table>	content (receptive and productive)	1/3	organization	1/3	style and language mechanics	1/3
content (receptive and productive)	1/3						
organization	1/3						
style and language mechanics	1/3						

Work

Used interchangeably with text. (See definition for text.)

World literature

In the MYP, this refers to literature from different parts of the world, cross-cultural works and/or works in translation, each of which clearly shows diverse cultures. (Please note that from 2011 the IB Diploma Programme will use a slightly different definition of world literature that is more appropriate to the older age group. In its prescribed book list, the Diploma Programme will require works in translation only.)



Language A teacher support material

Example interim objectives



Objectives for years 1, 3 and 5 of the Middle Years Programme

Year 5 objectives

The language A objectives for year 5 of the Middle Years Programme (MYP) are already in place and can be found in this guide. This set of **prescribed** objectives forms the basis for the **assessment criteria**, also published in the guide, which must be used for the final assessment of students' work during year 5.

Example interim objectives

Example interim objectives for years 1 and 3 of the MYP appear in the table below. They have been developed in order to:

- promote articulation between the MYP and the Primary Years Programme (PYP)
- support individual schools in developing a coherent curriculum across the five years of the programme (or however many years a school is authorized to offer)
- emphasize the need to introduce students to the required knowledge, understanding, skills and attitudes from the first year of the programme
- provide examples of possible assessment tasks that will allow students to work towards meeting the final objectives for year 5
- support schools that are authorized to offer the first three years of the MYP in designing appropriate assessment tasks for the end of the third year.

Unlike the objectives for year 5, the interim objectives for years 1 and 3 are not prescribed, although the IB recommends that all schools use them. Schools may choose to adopt the objectives contained in this document or develop their own.

If choosing to develop their own interim objectives, schools must start with the prescribed objectives for year 5 and modify each one by taking into account the age, prior knowledge and stage of development of students in an earlier year of the programme. Each year 5 objective will then correspond directly to a modified objective in a preceding year of the programme. **No objectives should be omitted** from an earlier year as it is vital to ensure a coherent progression of learning across all five years of the programme.

MYP units of work

Examples of possible assessment tasks, each one aligned to an objective, are provided in the table below. Each assessment task is intended to form part of a **unit of work** designed to address a central question or theme, known as the **MYP unit question**. More information about MYP units of work can be found in the section on "Planning for teaching and learning" in *MYP: From principles into practice* (August 2008).

Within each unit of work, the **context for learning**, **significant concept(s)** and **assessment tasks** are defined in relation to the MYP unit question. The areas of interaction provide the context for learning while the significant concepts refer to the underlying concepts that define the principal goal of the unit. Assessment tasks are designed to address the levels of students' engagement with the MYP unit question and the aligned objectives.

Context for learning

Every MYP unit of work has an approaches to learning (ATL) component: a shared and agreed set of skills that all teachers develop in their students throughout the entire programme. The context that frames a particular unit of work is generally derived from one of the other four areas of interaction, although ATL might be the specific context on some occasions.

The examples of learning experiences listed below could easily be set in the context of one or more areas of interaction. Additionally, with careful planning and active collaboration with other subject teachers, they could also be integrated into an interdisciplinary unit of work. It should therefore be possible to integrate many different types of learning experiences into a single unit of work.

Learning experiences

Each unit of work should contain varied learning experiences relevant to the MYP unit question, which offer students opportunities to gain the skills, understanding, knowledge and attitudes implicit within each assessment task. Such learning experiences could be designed around:

- determining the extent of students' prior knowledge
- reviewing new vocabulary using a dictionary and thesaurus
- planning for a task, either individually or collaboratively with peers
- discussing different approaches, for example:
 - how to write the thesis statement of an essay
 - the etiquette required for a debate
- expressing thoughts, feelings and opinions
- using print and electronic sources to locate information and then establishing criteria for evaluating the reliability of evidence and sources
- using exemplars or model answers
- "brainstorming" ideas
- identifying key issues
- using graphic organizers (spider diagrams, Mind Maps®, Venn diagrams) to structure thought
- editing the work of peers
- using a variety of presentational devices
- participating in a scripted or improvised drama
- formatting lists of sources in a common format
- reflecting on the task, either individually or in groups.

It is important for teachers to ensure that, within each unit of work, the learning experiences are based on real-life, essential issues and placed in the context of one or more areas of interaction.

Assessment tasks

One of the first stages in planning a unit of work is to design **summative assessment tasks**, linked to the MYP unit question, which provide varied opportunities for students to demonstrate their knowledge, understanding, skills and attitudes. It is also important to include ongoing **formative assessment tasks** within a unit of work as these provide valuable insights into the extent of student learning as the unit of work progresses. The examples below may be regarded as possible formative or summative assessment tasks depending on the MYP unit question being explored.

Most of the examples of assessment tasks given below may be adapted for students at other stages of the course. In these cases, the complexity of the task should be modified to suit the age, prior knowledge and stage of development of the students.

Table of objectives

The objectives for language A deal with skills, knowledge, understanding and attitudes associated with both language and literature. In particular, the language skills of speaking, listening, reading, writing, viewing and presenting are all included in the following objectives.

Objectives/examples of possible assessment tasks		Year 1	Year 3	Year 5
Criterion A: Content (receptive and productive)				
1.	<p>Objectives At the end of the given year, students should be able to:</p> <p>Examples of possible assessment tasks</p>	<ul style="list-style-type: none"> recognize and comment on the language, content, structure and meaning of familiar age-appropriate oral, written and visual texts. <p>Students complete graphic organizers to examine the progression and sequence of events in a text. The teacher leads a discussion on the cause–effect pattern and the role of other story elements.</p>	<ul style="list-style-type: none"> appreciate and comment on the language, content, structure, meaning and significance of both familiar and previously unseen age-appropriate oral, written and visual texts. <p>Students share their draft work of responses to literature with peers and offer constructive feedback on how the content, organization, style and language usage may be developed in further drafts.</p>	<ul style="list-style-type: none"> understand and analyse the language, content, structure, meaning and significance of both familiar and previously unseen oral, written and visual texts. <p>Students write close-reading commentaries on extracts from a work studied in class.</p>
2.	<p>Objectives At the end of the given year, students should be able to:</p> <p>Examples of possible assessment tasks</p>	<ul style="list-style-type: none"> understand and begin to apply language A terminology in context. <p>Identify the protagonist and discuss how he or she differs from the antagonist in a class discussion.</p>	<ul style="list-style-type: none"> understand and apply language A terminology in context. <p>In pairs identify the rhyme in a poem and make notes on the impact of this on the piece as a whole.</p>	<ul style="list-style-type: none"> understand and apply language A terminology in context. <p>Write out an essay plan that discusses the effects of irony in the text studied.</p>
3.	<p>Objectives At the end of the given year, students should be able to:</p>	<ul style="list-style-type: none"> understand some of the effects of the author’s choices on an audience. 	<ul style="list-style-type: none"> understand many of the effects of the author’s choices on an audience. 	<ul style="list-style-type: none"> analyse the effects of the author’s choices on an audience.

<p>Examples of possible assessment tasks</p>	<p>Students write single-word descriptions of an advert they are presented with. They then write what each of these objects or elements suggests to them, identifying the symbolic and implied meanings. They compare and discuss similarities and differences in their interpretations and what can cause these differences.</p>	<p>Students analyse how humour and satire may have both an immediate impact and a deeper underlying meaning. They consider a range of visual and written texts then use them as exemplars for their own writing.</p>	<p>Students explore how language employed in print journalism may be used to clarify facts or events. They then examine how euphemism and jargon may be used to obscure facts or events and/or manipulate the reader.</p>
<p>4. Objectives At the end of the given year, students should be able to:</p>	<ul style="list-style-type: none"> compose pieces that apply age-appropriate literary and/or non-literary features to serve the context and intention. 	<ul style="list-style-type: none"> compose pieces that apply age-appropriate literary and/or non-literary features to serve the context and intention. 	<ul style="list-style-type: none"> compose pieces that apply appropriate literary and/or non-literary features to serve the context and intention.
<p>Examples of possible assessment tasks</p>	<p>Students view a film, video or television sequence and individually prepare a presentation for a film distributor about the value of the work.</p>	<p>Students use an electronic presentation/slide-show program to combine text, images and sound. The finished products tell the stories of unsolved mysteries and seek to unravel them.</p>	<p>Students examine a film, video or television version of a work studied and analyse the techniques used. They analyse the cinematography and compose a short prequel or sequel.</p>
<p>5. Objectives At the end of the given year, students should be able to:</p>	<ul style="list-style-type: none"> compare and contrast age-appropriate texts, and connect themes across and within genres. 	<ul style="list-style-type: none"> compare and contrast age-appropriate texts, and connect themes across and within genres. 	<ul style="list-style-type: none"> compare and contrast works, and connect themes across and within genres.
<p>Examples of possible assessment tasks</p>	<p>Students compare and contrast different forms of writing in shared reading. They then consider the effects on the reader.</p>	<p>Students study a work of art and/or images inspired by a piece of literature. They view the art/image and use the knowledge gained to contextualize the literature.</p>	<p>Students view and read a range of texts with differing views of the future. They respond to questions about utopias and dystopias in order to determine the effect of authorial choice on the reader.</p>

<p>6.</p> <p>Objectives At the end of the given year, students should be able to:</p> <p>Examples of possible assessment tasks</p>	<ul style="list-style-type: none"> express a relevant personal response to literary and non-literary texts. <p>Students work in small groups on a text. They discuss and share knowledge and ideas, after which they formulate their own questions, keeping a record of their process and steps on a graphic organizer.</p>	<ul style="list-style-type: none"> begin to express an informed and independent response to literary and non-literary texts. <p>Students respond to a range of texts, representing a range of contrasting viewpoints on an environmental issue.</p>	<ul style="list-style-type: none"> express an informed and independent response to literary and non-literary texts. <p>Students write a formal expository essay incorporating differing interpretations to demonstrate their understanding of a work of literature.</p>
<p>Criterion B: Organization</p>			
<p>7.</p> <p>Objectives At the end of the given year, students should be able to:</p> <p>Examples of possible assessment tasks</p>	<ul style="list-style-type: none"> create work that employs organizational structures and language-specific conventions throughout a variety of text types. <p>Students enter an electronic publishing program and select a presentational style that is most appropriate for a given task.</p>	<ul style="list-style-type: none"> create work that employs organizational structures and language-specific conventions throughout a variety of text types. <p>In pairs, students draft paragraphs that begin with topic sentences and then pass these to their partner for editing.</p>	<ul style="list-style-type: none"> create work that employs organizational structures and language-specific conventions throughout a variety of text types. <p>Students draft and redraft an introductory paragraph which has both a statement to catch the interest of the reader and a thesis.</p>
<p>8.</p> <p>Objectives At the end of the given year, students should be able to:</p> <p>Examples of possible assessment tasks</p>	<ul style="list-style-type: none"> organize ideas and arguments in a coherent and logical manner. <p>Students participate in a "balloon debate". Individuals each choose a character and justify why they should keep their place in a rapidly descending hot air balloon.</p>	<ul style="list-style-type: none"> organize ideas and arguments in a sustained, coherent and logical manner. <p>Teams of students take part in formal, structured debates on the legacy of a famous figure they select among themselves.</p>	<ul style="list-style-type: none"> organize ideas and arguments in a sustained, coherent and logical manner. <p>Students write and give a speech to a figure, living or dead, real or imagined, whose attitudes, beliefs or behaviour have angered them.</p>

9.	<p>Objectives At the end of the given year, students should be able to:</p> <p>Examples of possible assessment tasks</p>	<ul style="list-style-type: none"> employ appropriate critical apparatus. <p>Students investigate a topic using several sources and then compose a bibliography that fits a standard format of referencing.</p>	<ul style="list-style-type: none"> employ appropriate critical apparatus. <p>Students prepare an oral presentation about a disagreement between two famous people. During their presentation they verbally cite the differing opinions of the personalities they chose.</p>	<ul style="list-style-type: none"> employ appropriate critical apparatus. <p>In a formal piece of written work students choose several quotations from literary works. For each of these they provide an in-text citation that refers accurately to their bibliography.</p>
Criterion C: Style and language mechanics				
10.	<p>Objectives At the end of the given year, students should be able to:</p> <p>Examples of possible assessment tasks</p>	<ul style="list-style-type: none"> use language to narrate, describe, explain, argue, persuade, inform, entertain and express feelings. <p>Students describe the conflicts or problems in the works they have studied, categorize them and then relate them to a world issue.</p>	<ul style="list-style-type: none"> use language to narrate, describe, explain, argue, persuade, inform, entertain, express feelings and begin to analyse. <p>Students write creatively in first-person narrative, anticipating the reader's needs.</p>	<ul style="list-style-type: none"> use language to narrate, describe, analyse, explain, argue, persuade, inform, entertain and express feelings. <p>Students research an issue of global concern and then write persuasive papers, with citations, which justify their standpoints on that issue, while also recognizing opposing views.</p>
11.	<p>Objectives At the end of the given year, students should be able to:</p> <p>Examples of possible assessment tasks</p>	<ul style="list-style-type: none"> use language accurately. <p>Students hold a press conference on a topic or event they have researched thoroughly. Each student presents their findings and takes questions from the audience.</p>	<ul style="list-style-type: none"> use language accurately. <p>Students take the part of villagers who are faced with a major change in their community. They research the issues facing the community, empathize with villagers' viewpoints and present them in a community meeting.</p>	<ul style="list-style-type: none"> use language accurately. <p>Students analyse a particular aspect of a social problem from a range of perspectives. They then come together, synthesize their ideas and present an action plan that responds to the needs of the various parties.</p>

<p>12.</p>	<p>Objectives At the end of the given year, students should be able to:</p> <p>Examples of possible assessment tasks</p>	<ul style="list-style-type: none"> use appropriate and varied register, vocabulary and idiom. <p>Students write letters to the school newspaper to argue for a situation that should be changed or improved. They use a register that might encourage a more sympathetic reading by the school's administration.</p>	<ul style="list-style-type: none"> use appropriate and varied register, vocabulary and idiom. <p>Students write formal letters to national or international agencies adopting the appropriate etiquette of formal address. The students outline the issues, summarize concisely their main points of concern and propose solutions and/or changes of policy.</p>	<ul style="list-style-type: none"> use appropriate and varied register, vocabulary and idiom. <p>Students use neutral information about an imaginary individual to write both positive and negative job reference letters.</p>
<p>13.</p>	<p>Objectives At the end of the given year, students should be able to:</p> <p>Examples of possible assessment tasks</p>	<ul style="list-style-type: none"> use correct grammar and syntax. <p>Students play characters from a work of literature. Through "hot seating" in role they stop at a particular point and analyse what their character did do, what they are doing and what they predict they will do, using different verb tenses.</p>	<ul style="list-style-type: none"> use correct grammar and syntax. <p>Students draw at random an incorrectly written sentence. They rewrite it and explain to the group how they corrected it grammatically.</p>	<ul style="list-style-type: none"> use correct grammar and syntax. <p>Students, working in pairs, are assigned an aspect of grammar. Their task is to understand it and then devise an engaging way in which to teach it to the class. After their lesson, they design a test to assess the understanding of their peers.</p>
<p>14.</p>	<p>Objectives At the end of the given year, students should be able to:</p> <p>Examples of possible assessment tasks</p>	<ul style="list-style-type: none"> use appropriate and varied sentence structure. <p>Students discuss ways in which they plan, write and revise work, showing an awareness of the different stages and purposes. They use prior knowledge to share ideas in small groups in order to create posters to illustrate appropriate writing processes.</p>	<ul style="list-style-type: none"> use appropriate and varied sentence structure. <p>Students examine a well-known passage from a work of literature in which the teacher has removed all punctuation. The students insert the punctuation in order for the passage to convey the meaning intended by the original author. Students justify their choices of punctuation.</p>	<ul style="list-style-type: none"> use appropriate and varied sentence structure. <p>Students, working in pairs, take the roles of critic and author. Using an interview format, they explore the effects of several key sentences on the development of the work.</p>

15.	<p>Objectives At the end of the given year, students should be able to:</p>	<ul style="list-style-type: none"> • use correct spelling/writing. 	<ul style="list-style-type: none"> • use correct spelling/writing. 	<ul style="list-style-type: none"> • use correct spelling/writing.
<p>Examples of possible assessment tasks</p>		<p>Note: "Spelling" applies to alphabetic languages, whereas "writing" applies to character languages.</p> <p>Students devise games for younger children and write sets of instructions that explain how to play them.</p>	<p>Groups of students are given sets of words/characters that are very similar in meaning/appearance. Students separate and explain the correct usage of each.</p>	<p>Students read a short story that includes colloquial dialogue from which the ending has been removed. After analysing the author's style they write suitable endings. Following the exercise, the author's original ending is revealed and discussed.</p>