

## Introduction

### Purpose of this document

This publication is intended to guide the planning, teaching and assessment of the subject in schools. Subject teachers are the primary audience, although it is expected that teachers will use the guide to inform students and parents about the subject.

This guide can be found on the subject page of the programme resource centre at [resources.ibo.org](https://resources.ibo.org), a password-protected IB website designed to support IB teachers. It can also be purchased from the IB store at [store.ibo.org](https://store.ibo.org).

### Additional resources

Additional publications such as specimen papers and markschemes, teacher support materials, subject reports and grade descriptors can also be found on the programme resource centre. Past examination papers as well as markschemes can be purchased from the IB store.

Teachers are encouraged to check the programme resource centre for additional resources created or used by other teachers. Teachers can provide details of useful resources, for example: websites, books, videos, journals or teaching ideas.

### Acknowledgment

The IB wishes to thank the educators and associated schools for generously contributing time and resources to the production of this guide.

First assessment 2021

## The Diploma Programme

The Diploma Programme (DP) is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.

## The Diploma Programme model

The course is presented as six academic areas enclosing a central core (see figure 1). It encourages the concurrent study of a broad range of academic areas. Students study two modern languages (or a modern language and a classical language), a humanities or social science subject, an experimental science, mathematics and one of the creative arts. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.



### Choosing the right combination

**Students are required to choose one subject from each of the six academic areas, although they can, instead of an arts subject, choose two subjects from another area.** Normally, three subjects

(and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IB recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL.

At both levels, many skills are developed, especially those of critical thinking and analysis. At the end of the course, students' abilities are measured by means of external assessment. Many subjects contain some element of coursework assessed by teachers.

## The core of the Diploma Programme model

All Diploma Programme students participate in the three elements that make up the core of the model.

Theory of knowledge (TOK) is a course that is fundamentally about critical thinking and inquiry into the process of knowing rather than about learning a specific body of knowledge. The TOK course examines the nature of knowledge and how we know what we claim to know. It does this by encouraging students to analyse knowledge claims and explore questions about the construction of knowledge. The task of TOK is to emphasize connections between areas of shared knowledge and link them to personal knowledge in such a way that an individual becomes more aware of his or her own perspectives and how they might differ from others.

Creativity, activity, service (CAS) is at the heart of the Diploma Programme. CAS enables students to live out the IB learner profile in real and practical ways, to grow as unique individuals and to recognise their role in relation to others. Students develop skills, attitudes and dispositions through a variety of individual and group experiences that provides students opportunities to explore their interests and express their passions, personalities and perspectives. CAS complements a challenging academic programme in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment.

The three strands of CAS are:

- Creativity—exploring and extending ideas leading to an original or interpretive product or performance
- Activity—physical exertion contributing to a healthy lifestyle

- Service—collaborative and reciprocal engagement with the community in response to an authentic need.

The extended essay, including the world studies extended essay, offers the opportunity for IB students to investigate a topic of special interest, in the form of a 4,000-word piece of independent research. The area of research undertaken is chosen from one of the students' six Diploma Programme subjects, or in the case of the inter-disciplinary World Studies essay, two subjects, and acquaints them with the independent research and writing skills expected at university. This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject or subjects chosen. It is intended to promote high-level research and writing skills, intellectual discovery and creativity. An authentic learning experience, it provides students with an opportunity to engage in personal research on a topic of choice, under the guidance of a supervisor.

## Approaches to teaching and approaches to learning

The approaches to teaching and approaches to learning across the Diploma Programme refers to deliberate strategies, skills and attitudes which permeate the teaching and learning environment. These approaches and tools, intrinsically linked with the learner profile attributes, enhance student learning and assist student preparation for the Diploma Programme assessment and beyond. The aims of the approaches to teaching and approaches to learning in the Diploma Programme are to:

- empower teachers as teachers of learners as well as teachers of content
- empower teachers to create clearer strategies for facilitating learning experiences in which students are more meaningfully engaged in structured inquiry and greater critical and creative thinking
- promote both the aims of individual subjects (making them more than course aspirations) and linking previously isolated knowledge (concurrency of learning)
- encourage students to develop an explicit variety of skills that will equip them to continue to be actively engaged in learning after they leave school, and to help them not only obtain university admission through better grades but also prepare for success during tertiary education and beyond
- enhance further the coherence and relevance of the students' Diploma Programme experience

- allow schools to identify the distinctive nature of an IB Diploma Programme education, with its blend of idealism and practicality.

The five approaches to learning (developing thinking skills, social skills, communication skills, self-management skills and research skills) along with the six approaches to teaching (teaching that is inquiry-based, conceptually focused, contextualised, collaborative, differentiated and informed by assessment) encompass the key values and principles that underpin IB pedagogy.

For further guidance on approaches to teaching and approaches to learning in language A: language and literature please see the section “Approaches to teaching and learning in studies in language and literature” of this guide.

## The IB mission statement and the IB learner profile

The Diploma Programme aims to develop in students the knowledge, skills and attitudes they will need to fulfil the aims of the IB, as expressed in the organization’s mission statement and the learner profile. Teaching and learning in the Diploma Programme represent the reality in daily practice of the organization’s educational philosophy.

## Academic honesty

Academic honesty in the Diploma Programme is a set of values and behaviours informed by the attributes of the learner profile. In teaching, learning and assessment, academic honesty serves to promote personal integrity, engender respect for the integrity of others and their work, and ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies.

All coursework—including work submitted for assessment—is to be authentic, based on the student’s individual and original ideas with the ideas and work of others fully acknowledged. Assessment tasks that require teachers to provide guidance to students or that require students to work collaboratively must be completed in full compliance with the detailed guidelines provided by the IB for the relevant subjects.

For further information on academic honesty in the IB and the Diploma Programme, please consult the IB publications *Academic honesty in the IB educational context*, *Academic honesty in the Diploma*

*Programme, The Diploma Programme: From principles into practice* and *General regulations: Diploma Programme*. Specific information regarding academic honesty as it pertains to external and internal assessment components of this Diploma Programme subject can be found in this guide.

## Acknowledging the ideas or work of another person

Coordinators and teachers are reminded that candidates must acknowledge all sources used in work submitted for assessment. The following is intended as a clarification of this requirement.

Diploma Programme candidates submit work for assessment in a variety of media that may include audio-visual material, text, graphs, images and/or data published in print or electronic sources. If a candidate uses the work or ideas of another person, the candidate must acknowledge the source using a standard style of referencing in a consistent manner. A candidate's failure to acknowledge a source will be investigated by the IB as a potential breach of regulations that may result in a penalty imposed by the IB final award committee.

The IB does not prescribe which style(s) of referencing or in-text citation should be used by candidates; this is left to the discretion of appropriate faculty/staff in the candidate's school. The wide range of subjects, three response languages and the diversity of referencing styles make it impractical and restrictive to insist on particular styles. In practice, certain styles may prove most commonly used, but schools are free to choose a style that is appropriate for the subject concerned and the language in which candidates' work is written. Regardless of the reference style adopted by the school for a given subject, it is expected that the minimum information given includes: name of author, date of publication, title of source, and page numbers as applicable.

Candidates are expected to use a standard style and use it consistently so that credit is given to all sources used, including sources that have been paraphrased or summarized. When writing text candidates must clearly distinguish between their words and those of others by the use of quotation marks (or other method, such as indentation) followed by an appropriate citation that denotes an entry in the bibliography. If an electronic source is cited, the date of access must be indicated. Candidates are not expected to show faultless expertise in referencing, but are expected to demonstrate that all sources have been acknowledged. Candidates must be advised that audio-visual material, text, graphs, images and/or data published in print or in electronic sources that is not their own must also attribute the source. Again, an appropriate style of referencing/citation must be used.

## Learning diversity and learning support requirements

Schools must ensure that equal access arrangements and reasonable adjustments are provided to candidates with learning support requirements that are in line with the IB documents *Candidates with assessment access requirements* and *Learning diversity and inclusion in IB programmes*.

## Nature of the subject

### Studies in language and literature in the Diploma Programme

All three courses in studies in language and literature are designed for students from a wide variety of linguistic and cultural backgrounds, who have experience of using the language of the course in an educational context. The focus of the study developed in each of the subjects varies depending on their individual characteristics.

The language profile of students taking these courses will vary, but their receptive, productive and interactive skills should be strong and the expectation is that the course will consolidate them further. Students are expected to develop their proficiency, fluency and linguistic range, and in particular to acquire the vocabulary appropriate to the analysis of texts. They will also deepen their understanding of a wide variety of concepts explored through literary and non-literary texts in order to interpret, analyse, evaluate and then communicate this understanding in clear, organized and developed products.

The three studies in language and literature courses each have their own identity and are designed to support future academic study or career related paths by developing social, aesthetic and cultural literacy, as well as improving language competence and communication skills. For each course, the syllabus and assessment requirements are identical for all languages offered. The teaching and assessment of any particular studies in language and literature course will be conducted in that language.

All three studies in language and literature courses explore elements of language, literature and performance. Each also focuses on the relationships between texts, readers and writers; on the range and functions of texts across geographical space and historical time; and on aspects of intertextuality. Within this framework, each course has its own emphases.



Language is crucial to all three courses, but is treated more broadly in the language A: language and literature course. Literary texts are the sole focus of the language A: literature course and the literature and performance course, while the language A: language and literature course examines both literary and non-literary texts. Finally, while performance is an explicit component of the literature and performance course, student production and the performativity of textual creation, analysis and response are elements in all three courses.

The study of literary, non-literary, visual and performance texts provides a focus for understanding how meaning is constructed within belief or value systems, and how it is negotiated across multiple perspectives generated by single or multiple readers. Thinking critically about texts, as well as responding to, producing or performing them, leads to an understanding of how language sustains or challenges ways of thinking and being. The study additionally builds an awareness that all texts may be understood in relation to their form, content, purpose, audience and their associated contexts, such as social, historical and cultural circumstances

**Note:** Expectations of language usage, of level of analysis and of critical reflection are the same across the three courses.

All three studies in language and literature courses emphasise the centrality of performance, encouraging teachers and students to consider the range of ways in which literary texts in different forms can be performed. In doing so, they will explore the dramatic nature of literary texts in different forms, and the way writers employ voices, speech and sound in them, as well as dramatic structures. Teaching and learning activities could involve embracing live and recorded performances of texts, or adaptation of texts, as well as employing performance approaches in the classroom where appropriate.

Some ways in which performance may be applied to literary forms other than drama include examining:

- the performative nature of narrative and dialogue in the novel, and of voices and speakers in poetry
- the use of rhythm and sound in many texts in different forms, and in poetry in particular

- the relationships between written and oral forms in literature; between the drama script and the performed play, between poetry and music, and between fiction and storytelling
- the relationship between written texts and dramatic adaptations and transformations of those texts, for instance in the adaptation of narrative texts of all kinds to film, television and the stage, and in live readings of poetry and fiction.

To fulfil the requirements of the DP, students must study one of the three courses in the studies in language and literature group. To be awarded a bilingual diploma, two studies in language and literature courses can be taken, each in a different language.

Both the language A: literature course and the language A: language and literature course are offered at standard level (SL) and higher level (HL). Literature and performance, which is an interdisciplinary subject that links studies in language and literature and The arts, is only available as an SL course.

### **Language A: literature**

Students will focus exclusively on literary texts, adopting a variety of approaches to textual criticism. Students explore the nature of literature, the aesthetic function of literary language and literary textuality, and the relationship between literature and the world.

### **Language A: language and literature**

In this course, students study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to study in the course are meant to be wide ranging and can include literary theory, sociolinguistics, media studies and critical discourse analysis among others.

### **Literature and performance**

Students will study essential elements of literature and performance and explore their dynamic relationship. In the course, students synthesise conventional literary analysis with the practical, aesthetic and symbolic elements of performance.

## Distinction between SL and HL

The model for language A: language and literature is the same at SL and HL but there are significant quantitative and qualitative differences between the levels.

SL students are required to study four literary works and a number of non-literary texts that is equivalent in teaching and learning time, whereas HL students are required to study six literary works and a number of non-literary texts that is equivalent in teaching and learning time.

In paper 1, both SL and HL students are presented with two previously unseen non-literary extracts or texts from different text types, each accompanied by a guiding question. SL students are required to write a guided analysis of one of these, while HL students must write guided analyses of both non-literary extracts or texts.

In addition, HL students will have a fourth assessment component, the higher level (HL) essay, a written coursework task that requires students to explore a line of inquiry in relation to a studied non-literary body of work, or a literary work. The outcome of this exploration is a 1200-1500 word essay in which HL students are expected to demonstrate a deeper understanding of the nature of linguistic or literary study.

The distinction between SL and HL is summarized below.

<b>Works read</b>	<b>SL</b>	<b>HL</b>
Works in translation written by authors on the <i>Prescribed reading list</i>	Study of a minimum of one work	Study of a minimum of two works
Works originally written in the language studied, by authors on the <i>Prescribed reading list</i>	Study of a minimum of one work	Study of a minimum of two works
Free choice works	Study of two works freely chosen	Study of two works freely chosen
Total works studied	4	6
<b>External assessment</b>	<b>SL</b>	<b>HL</b>
Paper 1: Guided textual analysis	A guided analysis of a previously unseen non-literary extract or text from a choice of two	Two guided analyses of previously unseen non-literary extracts or texts
HL essay		A 1200-1500 word essay exploring a line of inquiry in connection with a studied body of work or work

## Studies in language and literature and the core

### Studies in language and literature and theory of knowledge

The theory of knowledge (TOK) course engages students in reflection on the nature of knowledge and on how it is constructed and represented. Studies in language and literature similarly engages students in an exploration of the nature of the human experience and of the ways in which personal views are constructed and communicated. In relating their studies to TOK, students become aware of the fact that although language and literature offer a powerful means of access to knowledge, they are nonetheless a construction rather than a perfectly mimetic representation of life and reality.

Additionally, in becoming more aware of the perspectives of others through their studies, students develop a stronger sense of their own individual viewpoints, such as their position in time and place. The reflection this prompts creates strong links with TOK.

In language A courses students are constantly engaged with inquiry, critical thinking and reflection as they explore how meaning is generated in texts. Studies in language and literature therefore enhance the students' ability to examine diverse ways of knowing and different knowledge questions. For example, questions regarding the extent to which the reader shapes the meaning of a text, the impact of translation on a text, or the way texts influence understanding of the self and the world are continuously raised in these courses and constitute an important part of the focus of inquiry in them. Further examples of TOK questions can be found within the description of each of the areas of exploration of the syllabus.

### **Studies in language and literature and creativity, activity, service**

Studies in language and literature courses offer significant potential to complement creativity, activity, service (CAS). In their engagement with the characters or the situations portrayed in the texts, students achieve a better understanding of others and of themselves while developing the capacity for empathy. The tasks involved in these courses are also instrumental in developing critical-thinking skills. As students interact with the texts and with each other, they continuously check their hypotheses against the evidence in the texts and against other readers' interpretations to reflect and evaluate how their own assumptions and beliefs frame possible textual meanings. As a result, they acquire the ability to take a critical distance and inspect a statement or hypothesis to determine the extent to which it is supported by fact. These skills are useful for CAS as students reflect on the effect their experiences and projects had and subsequently plan for future action.

An important aim of studies in language and literature courses is to relate the reading experience to aspects of the students' contexts. The internal assessment, for example, with its emphasis on the connection between themes and attitudes in the texts and current global issues, encourages students to meaningfully apply and transfer the understanding gained in the classroom to the reality of their world. This might translate into a willingness to commit themselves to a CAS experience or project which addresses a global issue in a local context. Embarking on a CAS experience or project might at the same time feed back into the course in the form of an enriched understanding of the situations portrayed in the texts.

A wide range of connections can be made between CAS experiences and projects and studies in language and literature courses. Some examples are:

- Create or participate in a literary walking tour, in which the milestones of a particular author's biography or the most significant places in the setting of a text read are visited, described and discussed. The three strands—creativity, service and activity—would be involved if the students actually created the tour, while activity and creativity would be involved if the student participated in the walking tour and then produced some kind of creative response to it. Simple participation in the tour would just constitute activity.
- Plan and host an event to raise awareness about a global issue explored in a text being studied, which would involve creativity and service.
- Create audiobooks of a text being studied for the vision-impaired, or make a critical review of existing audiobooks for the school librarian in terms of the performance of the actor or reader. This would involve creativity and service.
- Develop and run book clubs or literary circles with younger students in the school. This would constitute creativity and service.

The connections between a subject and CAS can result in a single experience or may be developed into a project.

No matter what final shape this connection takes, CAS experiences and projects must be distinct from, and may not be included or used in, the student's DP course requirements.

### **Studies in language and literature and the extended essay**

An extended essay in studies in language and literature provides students with an opportunity to undertake independent research into a literary or linguistic topic of special interest. It also allows students the freedom to explore their preferred texts and authors, applying and transferring the analytical and interpretative skills acquired in studies in language and literature courses. It is intended to promote advanced research and writing skills, intellectual discovery, critical thinking and creativity.

The extended essay in studies in language and literature cannot be based on a text or work studied in class.

It must aim at identifying a valid approach to the analysis of language or literature. The treatment of the topic must be analytical. Although the student may research secondary sources, the extended essay must consist primarily in an independent response to the topic.

There are four types of extended essay:

1. It could have a literary focus. The student would choose between: category 1, which is based on a literary text or texts originally written in the language A studied and category 2, which is a comparative essay, with at least one of the literary texts being a translation.
2. It could have a linguistic focus, which would be a category 3 essay. This approach should emphasize the production and reception of non-literary texts or an academic study of an issue related to the understanding of language as an area of investigation. Although the extended essay may involve comparison and contrast with different languages and cultures, the main focus must be on the language A studied and its culture(s).
3. It could examine the relationship between a literary text and its performance, examining the creative and critical relationship that exists between both. Students interested in this option would choose a literature and performance extended essay and would therefore focus on an exploration of both the text and the transformation that gives rise to its performance. This is one of the two kinds of interdisciplinary extended essay a student can write involving a studies in language and literature course. Although an extended essay in literature and performance may involve an element of creativity, analysis and reasoned argument are fundamental to success.
4. It could be a world studies extended essay, an interdisciplinary research project which examines an issue of contemporary global significance, drawing on the methods, concepts and theories of two DP subjects. The topic must be taken from one of the six prescribed areas of study.
  - Culture, language and identity
  - Science, technology and society
  - Equality and inequality
  - Conflict, peace and security
  - Environmental and/or economic sustainability
  - Health and development

This is an option available to all DP subjects. However, key elements of studies in language and literature such as cultural linguistics, aesthetics, discourse analysis, and critical perspectives could find broad application across the six global themes and play a significant role in advancing students' global consciousness.

## Studies in language and literature and international-mindedness

International-mindedness is at the heart of the IB. It is central to its philosophy, and inspires and informs its pedagogical principles and practices.

The study of language and literature is instrumental in developing an awareness and understanding of the self and how it relates to others. Through the study of texts written originally in the language studied and in translation, students gain an understanding of the ways in which different languages and literatures represent the world and how these can reflect and help create diverse identities. Students also become aware that representations of the world vary across cultures and are encouraged to consider the reasons why, attaining a better understanding of the different ways in which people experience and represent the world.

The syllabuses of studies in language and literature require that a set number of texts be read in translation and recommend that the texts chosen should be representative of a variety of perspectives. In the creation of the *Prescribed reading list*, the IB has aimed at including a wide variety of writers and at trying to attain as equitable a balance as possible between canonical and more contemporary writers, male and female writers and writers from different regions and countries in the cases in which a language is spoken in a variety of places. The *Prescribed reading list* is aimed at inspiring and encouraging teachers to make choices that will result in a collection of texts for class study that will strike a similar balance and that will therefore allow students to be able to fully appreciate the diversity of forms the human experience can take.

The way that studies in language and literature courses contribute to the development of international-mindedness in students is linked to the way that they contribute to the development of the attributes of the IB learner profile. By reading texts which offer perspectives which may be different from their own, students will:

- use critical thinking skills to be able to understand the nature of the experience that is communicated in a text and the ways in which such an experience is communicated (thinkers)



- nurture their curiosity in connection with the different views and experiences of life present in a text (inquirers)
- engage with issues and ideas of global significance of which they might have been unaware (knowledgeable)
- be encouraged to appreciate the ideas, values and traditions of others in an inquiring way (open-minded)
- understand that the dignity and rights of people everywhere must be respected (principled)
- show empathy, compassion and respect for other people (caring)
- recognize interdependence among people and between people and the world in which they live (balanced)
- listen carefully to the perspectives of other individuals and groups and express as articulately as possible their own perspectives (communicators)
- question their own views about the world (reflective)
- be open to transforming such views and consider how this transformation can lead to action (risk-takers).

Studies in language and literature courses offer various opportunities for students to examine the ways in which their personal world, identities and relationships are represented in texts and how these relate to their own perspectives of the reality around them. They also enable students to experience representations of other realities and other people, allowing them to get acquainted with perspectives of the world that might be different from their own. In this way, studies in language and literature courses provide fertile ground for a deep reflection on the interaction between the local and the global and are a pathway to intercultural critical thinking and consciousness.

## Engaging with sensitive topics

All studies in language and literature courses will provide the opportunity to engage with a broad range of texts, approaches, ideas, stimuli and interpretations that address topics of personal, local and global significance. These works may challenge learners intellectually, personally and culturally, and involve sensitive and mature topics. The courses studied may explicitly address sensitive topics through texts and issues discussed while inviting students to critically reflect on various perspectives offered.

Engaging with sensitive topics in these courses—whether receptively or productively—must be done with every reasonable effort to encourage students to respond with respect for their peers and larger learning communities. Providing a safe environment in which discussion may be facilitated is an important role of the teacher. In general, approaching sensitive topics in studies in language and literature courses must be done through an intellectually critical lens avoiding gratuitous excess and/or glib treatment and bearing in mind the IB’s commitment to international-mindedness and intercultural respect.

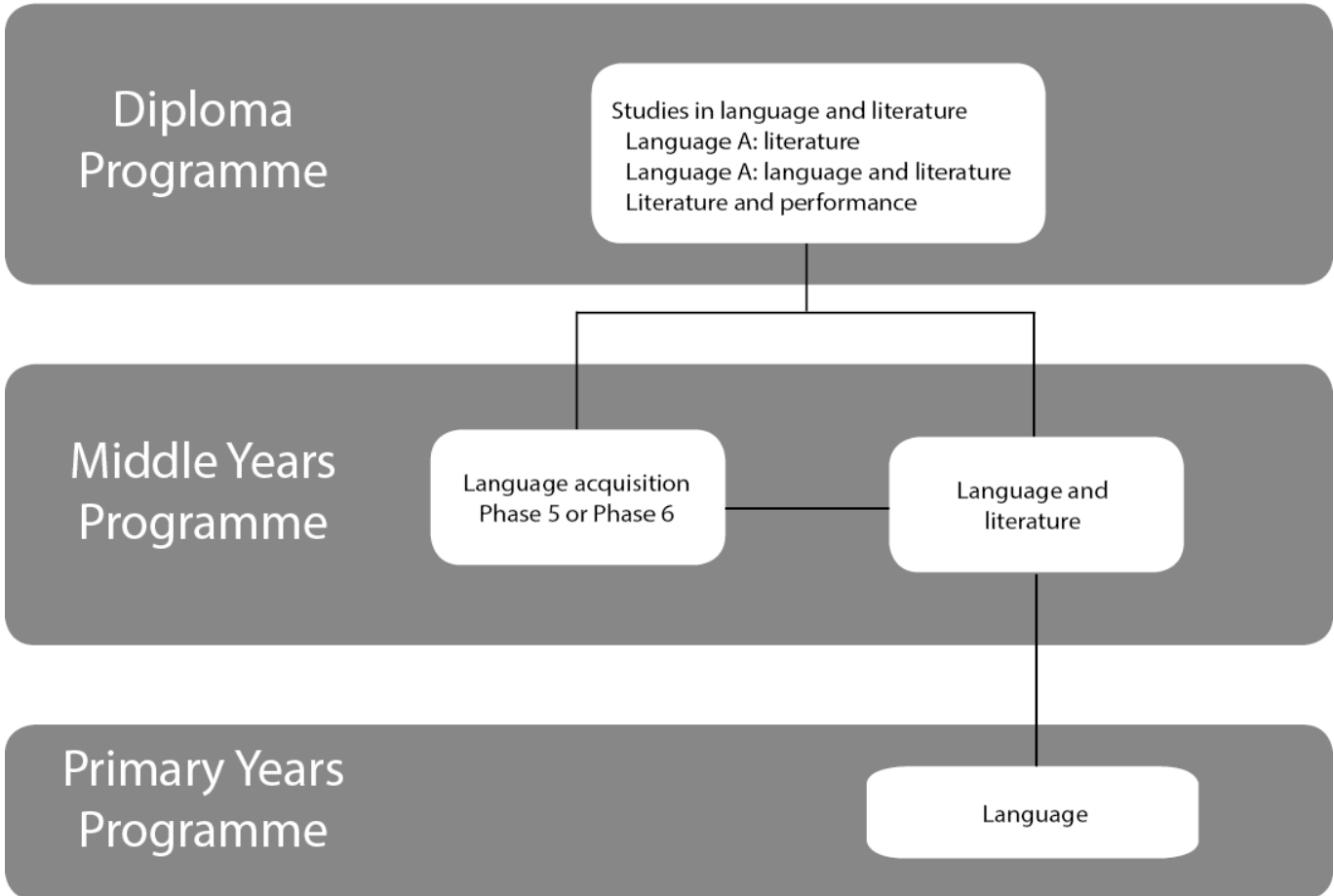
## Prior learning

There are no formal requirements for students undertaking the studies in language and literature courses. Students who take these courses will often have varied language profiles and may be multilingual. While it is recommended that students have had experience of writing critical essays about texts, not having done so should not exclude them from studies in language and literature. Schools should refer to the IB document, *Learning in a language other than mother tongue in IB programmes*, available on the programme resource centre, for support. Each course offers the opportunity for continued language development and the acquisition of a range of skills including, for example, textual analysis and the expression of literary appreciation. The choice of the specific course will depend on the students’ and teacher’s interests and the students’ future educational goals.

## Links to the Middle Years Programme

The MYP is designed for students aged 11 to 16 and, as an integral part of the IB continuum, can directly lead into the DP. MYP language and literature provides students with opportunities that prepare them for a DP studies in language and literature course.

The MYP *Language and literature guide* indicates the following IB continuum pathway for MYP Language and literature students continuing their studies in the DP:



The appropriate pathway for a student who has studied an MYP language and literature course is a DP studies in language and literature course, which would guarantee that the level of challenge is suitable to the student's linguistic proficiency and to their previous experience with language and literature. The choice of course among the three studies in language and literature courses would depend on matters of individual preference. The choice of level would be dictated by the students' previous performance in the MYP Language and literature course and on their overall decisions about the distribution of SL and HL subjects across the six academic areas.

An MYP student who has achieved a phase 5 or phase 6 in a Language acquisition course could also potentially proceed to take a DP studies in language and literature course and perform successfully, though as the MYP *Language acquisition guide* indicates, it is recommended they have at least one semester in MYP language and literature before starting these DP courses. This will guarantee a smoother transition between the courses of both programmes. In these cases, decisions about the

most appropriate studies in language and literature course and level should be made in consultation with teachers.

The MYP Language and literature course allows students to develop an appreciation and understanding of language and literature through key concepts such as communication, connections, creativity and perspective, and through the more discipline-specific related concepts.

The conceptual focus is maintained in studies in language and literature courses, which build on the foundations established by the four key concepts chosen by the MYP Language and literature course by studying them in greater depth, redefining them in more specific ways and complementing them with others which are suitable for study at this stage in the students' academic development.

Having gained an understanding of language and literature through oral, written and visual communication, students develop analytical and organizational skills in creative, personal and imaginative ways. The six skill areas in the MYP Language and literature subject group—listening, speaking, reading, writing, viewing and presenting—are developed as both independent and interdependent skills.

The studies in language and literature courses continue to encourage the cultivation of these skills, along with intercultural understanding and engagement, from local, national and global communities. The courses further develop linguistic and literary understanding through the study of a broad range of texts, as well as through learning language in context in order to promote international-mindedness.

The DP studies in language and literature courses build on the foundation provided by the MYP. They aim to ensure the continuing development of a student's powers of expression and understanding in a variety of language domains.

## Links to the IB Career-related Programme

The IB Career-related Programme (CP) is a framework of international education that incorporates the vision and educational principles of the IB into a unique programme specifically developed for students who wish to engage in career-related learning. The CP's flexible educational framework allows schools to meet the needs, backgrounds and contexts of students.

The aim of the CP is to provide students with both an academic and practical foundation to support both their further studies and specialized training, thereby ensuring their success in the workforce. Taking a course in studies in language and literature will support this aim by developing linguistic, analytical and creative skills through a variety of written and oral tasks.

The studies in language and literature courses provide opportunities for students to collaborate and be better prepared for an effective participation in an ever-changing world of work. Through approaches to learning skills, CP students are encouraged to become reflective, creative and critical thinkers and confident communicators. Through the study of a wide range of texts, students are encouraged to think about the needs, perspectives, values and attitudes of other people. The requirements of the courses in general terms encourage them to be independent learners and global citizens through the study of a variety of texts and perspectives.

## Aims

### Studies in language and literature aims

The aims of all subjects in studies in language and literature are to enable students to:

1. engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures
2. develop skills in listening, speaking, reading, writing, viewing, presenting and performing
3. develop skills in interpretation, analysis and evaluation
4. develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings
5. develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues and an appreciation of how they contribute to diverse responses and open up multiple meanings
6. develop an understanding of the relationships between studies in language and literature and other disciplines
7. communicate and collaborate in a confident and creative way
8. foster a lifelong interest in and enjoyment of language and literature.

## Assessment objectives

Know, understand and interpret:

- a range of texts, works and/or performances, and their meanings and implications
- contexts in which texts are written and/or received
- elements of literary, stylistic, rhetorical, visual and/or performance craft
- features of particular text types and literary forms.

Analyse and evaluate:

- ways in which the use of language creates meaning
- uses and effects of literary, stylistic, rhetorical, visual or theatrical techniques
- relationships among different texts
- ways in which texts may offer perspectives on human concerns.

Communicate

- ideas in clear, logical and persuasive ways
- in a range of styles, registers and for a variety of purposes and situations
- (for literature and performance only) ideas, emotion, character and atmosphere through performance.

## Assessment objectives in practice

Assessment objective	Which component addresses this assessment objective?	How is the assessment objective addressed?
Know, understand and interpret	Paper 1	The response to a previously unseen non-literary passage requires students to show their knowledge and understanding of texts and text types and their ability to establish their own interpretation from the text and to come to conclusions about it.
	Paper 2	The essay on two literary works requires students to show their knowledge and understanding of the works and interpret their implications, and their similarities and differences, in connection with a given focus.
	Internal assessment	Students are required to demonstrate knowledge and understanding of one non-literary body of work and one work in their course of studies and interpret them in relation to a global issue.
	HL essay	Students are required to demonstrate knowledge and understanding of one of the bodies of work or works

		studied in relation to a line of inquiry they have selected.
Analyse and evaluate	Paper 1	Students are required to explore a previously unseen non-literary passage and write a response to it analysing and evaluating how the writer's choices have contributed to meaning.
	Paper 2	Students are required to write a comparative analysis and evaluation of two of the works studied in terms of the demands of a given question.
	Internal assessment	Students are required to evaluate one non-literary body of work and one work studied in terms of a global issue present in both of them, and analyse and evaluate how their unique perspectives are constructed by means of the authors' choices.
	HL essay	Students are required to analyse and evaluate one of the bodies of work or works studied in relation to a line of inquiry of their own choice.
Communicate	Paper 1	Students are required to write a formal, well-organized and



		well-focused response using language appropriate to a formal essay.
	Paper 2	Students are required to write a formal essay which is well-organized, which offers a balanced comparison between two works, and which is clearly focused on a given question.
	Internal assessment	Students are required to deliver a well-organized, coherent, convincing and balanced oral which focuses on a global issue of their own choice.
	HL essay	Students are required to write a formal essay exploring a line of inquiry in relation to a body of work or work. The essay should be formal, well-structured and should evidence good citation and referencing skills.

