YEAR 8 | IB MYP DIAGNOSTIC

Language & Literature | Reading and Analysis

Student name: _____ Date: _____

Suggested time: 45 minutes | Unofficial MYP-aligned diagnostic | Show your thinking.

Read the original passage closely. Use precise quotations or references when explaining interpretations. Tasks sample MYP Language and Literature analysis, organisation and language skills.

Reading passage

At first, the old footbridge seemed like an inconvenience. Every morning, Maya watched cyclists stop at its rusted gate, sigh, and take the longer route along the river. A new bridge had been promised for years, but the council's plans remained folded inside a glass cabinet at the library. When Maya's grandfather told her the bridge had once connected two busy neighbourhoods, she imagined it as a thread holding the town together.

One Saturday, Maya found a photograph tucked inside a donated book. The bridge stood bright and newly painted, with market stalls visible on both banks. On the back someone had written: "The river divides us only when we let it." Maya carried the photograph to a community meeting. Some residents argued that restoring the bridge would cost too much; others said a safer crossing would make the town feel connected again. A shopkeeper worried that construction would block deliveries. A wheelchair user asked whether the proposed ramp would be accessible.

Maya had expected the photograph to settle the debate. Instead, it made her listen more carefully. By the end of the meeting she understood that a bridge was not simply wood and steel. It was also a choice about whose journeys mattered.

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Understanding and interpretation

1. Identify two practical problems caused by the closed bridge. Support each with a detail from the text.

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2. What does the image of a "thread holding the town together" suggest? Explain the effect of this metaphor.

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3. Why did Maya initially think the photograph would "settle the debate"? How did her view change?

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4. Compare the concerns of the shopkeeper and the wheelchair user. What does their contrast reveal about planning public spaces?

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5. Explain the meaning of “whose journeys mattered” in the final sentence. Refer to the passage and give your interpretation.

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6. Write a short analytical paragraph: How does the writer develop the idea of community? Include a claim, two pieces of evidence and explanation.

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PARENT / TUTOR GUIDE

Keep this section separate from the student during the assessment. The purpose is to identify current understanding and next teaching steps, not to assign an official IB grade.

Suggested response points

• 1. Cyclists must detour; a closed gate blocks the direct route; neighbourhood connection is reduced.

• 2. The metaphor suggests connection, strength and a shared community.

• 3. She assumed historical evidence would convince everyone; she learns that different needs and trade-offs matter.

• 4. Delivery disruption versus accessible design; both highlight that public decisions affect groups differently.

• 5. Equity and inclusion: planning must consider the people using a crossing, not just the structure.

• 6. Strong answers connect the grandfather's history, competing viewpoints and Maya's changed understanding, with accurately selected evidence.

MYP-inspired observations

• Criterion A: quality of interpretation and analysis of author choices.

• Criterion B: coherent paragraph structure and logical progression.

• Criterion D: precise vocabulary, punctuation and appropriate academic register.

• Accept alternative interpretations when well supported by the passage.

Suggested diagnostic follow-up

Look for clarity of reasoning, correct use of subject vocabulary, the quality of evidence and whether the student can revise an answer after a probing question. Record strengths and one or two priorities for future lessons.

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