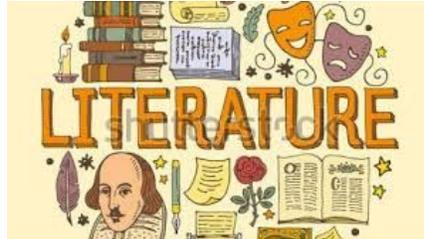


## *IB Language A: Literature HL* **Course Outline & Description**



The English Literature for the IB Diploma course helps students explore the relationship between and among literary works, in order to recognize the ways in which new literature builds upon that of the past.

Three main elements of the course enable students to develop these reading and thinking skills:

- \* *Areas of Exploration*
- \* *Concepts*
- \* *Global Issues*

It is important for students to understand the organization of the course before beginning the study of each work.

### **1. AREAS OF EXPLORATION:**

These are broad topics which allow students to interpret literature from different perspectives. There are three areas for the course:



#### **Readers, writers, and texts:**

Students study the text as a work of art, engaging with it personally, and trying to construct its meaning by only considering its literary features.



#### **Time and space:**

Students take into account the time, place, and background of a text, and consider how this influences the interpretation of the text.



#### **Intertextuality:**

Students consider the text in light of other works, and how they are alike and/or different from one another.

## 2. CONCEPTS:

These are ideas that help describe important aspects of the way in which readers create meanings from texts. There are seven concepts in the course.



**Identity** - the ways in which a reader develops an understanding of an author's identity.



**Culture** - the values and beliefs of a culture which influence the text.



**Creativity** - the creation of the shape, structure, and language of a work as an act of creation in every literary work.



**Communication**- the tools writers use to create meaning, such as symbolism and allusion.



**Perspective**- the way in which personal knowledge and assumptions are used to influence an interpretation of a text.



**Transformation** - The variety of ways in which works are transformed from one form to another. For example, novel to stage play. Literature in translation is an important part of the literary experience for IB students.



**Representation** - The relationship between a literary work and reality. Characters are not real people, but they represent behaviours and motivations that we believe could happen in the real world.

### 3. GLOBAL ISSUES:

Students are required to consider how the literary works reveal about global issues.

Three characteristics define a global issue:

- \* *It has significance on a wide/large scale.*
- \* *It is transnational.*
- \* *Its impact is felt in everyday local contexts.*

The course guide suggests the following areas of inquiry:



#### **Culture, identity, community**

Students might focus on the way in which texts explore aspects of family, class, race, ethnicity, nationality, religion, gender and sexuality, and the way these impact on individuals and societies. They might also focus on issues concerning migration, colonialism and nationalism.



#### **Beliefs, values, education**

Students might focus on the way in which texts explore the beliefs and values nurtured in particular societies and the ways they shape individuals, communities and educational systems. They might also explore the tensions that arise when there are conflicts of beliefs and values, and ethics.



#### **Politics, power, justice**

Students might focus on the ways in which texts explore aspects of rights and responsibilities, the workings and structures of governments and institutions. They might also investigate hierarchies of power, the distribution of wealth and resources, the limits of justice and the law, equality and inequality, human rights and peace and conflict.



#### **Art, creativity, imagination**

Students might focus on the ways in which texts explore aspects of aesthetic inspiration, creation, craft, and beauty. They might also focus on the shaping and challenging of perceptions through art, and the function, value and effects of art in society.



#### **Science, technology, the environment**

Students might focus on the ways in which texts explore the relationship between humans and the environment and the implications of technology and media for society. They might also consider the idea of scientific development and progress.

In selecting the global issue for their oral, students must be careful not simply to select from the broad fields of inquiry above, but to determine a specific issue for discussion that can be reasonably explored.

## **ASSESSMENT OF LEARNING**

External assessment: 80% Year 2

**Paper 1:** Literary commentary (2 hours 15 minutes) The paper consists of two literary passages. Students write a literary commentary on each of the passages. (20 marks) 35%

**Paper 2:** Essay (1 hour 45 hours) The paper will require candidates to write a literary essay about two works in response to a question. (25 marks) 25%.

**Higher Level Essay** (20%) Year 1/2 The HL essay is a component that requires candidates to write a 1200-1500 word formal essay, following a line of inquiry of their own choice into one of the texts studied. HL Language A: language and literature candidates will have a choice between writing about a non-literary or literary text. Students can choose any of the texts studied during the course, with the exception of the texts they have used for their internal assessment or that they plan to use for their Paper 2. In order to guide students in their choice of topic, a recommendation will be made in the guide to use the seven central concepts in the course as a starting point for developing a line of inquiry.

Internal assessment (20%) Year 1

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

**Individual Oral** A 15-minute individual oral exploring two of the texts in relation to a global issue of the student's choice.

The Learner Portfolio This constitutes a collection and selection of a student's work which develop in their interaction with the texts and in their preparation of all assessment components. Although it will not be formally assessed by the IB, the learner portfolio will be a central element of the new courses and will be instrumental in the preparation of all assessment components.

Language A: Literature is a flexible course that allows teachers to choose works from prescribed lists of authors and to construct a course that suits the particular needs and interests of their students. It is divided into four parts, each with a particular focus.

- Part 1: Works in translation
- Part 2: Detailed study
- Part 3: Literary genres
- Part 4: Options (in which works are freely chosen)

Students will study a minimum of 14 works.

