



**XV. GIMNAZIJA**  
**International Baccalaureate Department**  
**Diploma Programme**



**English A: Literature**  
**Years 1 & 2**

## **Course description 2019 - 2021**

### **WHAT IS THE COURSE ABOUT?**

Studies in literature are built on the notion of **conceptual learning** in which students engage with central concepts of the discipline to become flexible, critical readers of all types of texts. Although the course is based primarily (though not exclusively) on literary texts, a variety of **critical approaches** is integral. The focus is on the exploration of the nature of literature, the development of sensitivity to aesthetic functions and uses of literary language and textuality, and the empowerment to consider relationship between literature and the world, i.e. the ways in which literature represents and constructs the world and social and cultural identities.

The studies and the development of the relevant skills is thus divided into areas of exploration: the exploration of the nature of the interactions between **readers, writers and texts**; the exploration of the range and functions across geographical **space and** historical **time**, and the exploration of **intertextuality** and how texts connect with each other.

Through close analysis of literary texts in a number of forms and from different times and places, students consider their own interpretations, as well as the critical perspectives of others. In turn, this encourages the exploration of how viewpoints are shaped by cultural belief systems and how meanings are negotiated within them. Students are involved in processes of critical response and creative production, which help shape their awareness of how texts work to influence the reader and how readers open up the possibilities of texts.

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.

The course in literature is 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 language profile of students taking this course 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 in order to **interpret, analyse, evaluate** and then **communicate** this understanding in clear, organized and developed ways.

On the whole, the course in literature is designed to support future academic study by developing social, aesthetic and cultural literacy, as well as improving language competence and communication skills.

The course is offered at both HL and SL.

#### **AIMS:**

**The aims of teaching and studying English A: Literature are to enable students to:**

- engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures
- develop skills in listening, speaking, reading, writing, viewing, presenting and performing
- develop skills in interpretation, analysis and evaluation
- 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
- 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
- develop an understanding of the relationships between studies in language and literature and other disciplines
- communicate and collaborate in a confident and creative way
- foster a lifelong interest in and enjoyment of language and literature.

## OBJECTIVES:

The objectives of teaching and studying English A: Literature are to achieve at our students the following:

**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 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.

## ASSESSMENT:

All assessment supports curricular goals and is tailored to encourage appropriate student learning.

Throughout the course **formative assessment** is used to:

- identify the nature of students' strengths and weaknesses
- provide helpful and meaningful feedback to students and teachers in order to develop students' subject knowledge, understanding and linguistic skills
- monitor progress and steer it towards meeting the aims and objectives of the course
- allow students to explore further and reflect on literary texts, to establish connections between them and with the areas of exploration and the central concepts in the subject
- allow students to reflect on their overall learning experience
- prepare students for the summative assessment

Because of the nature of the course NOT all pieces of work are required to be marked on the 1 to 7 grading scale, but through the level of achievement in a particular component. Some written work may be assessed on some rather than all criteria. The learner portfolio as such is not assessed, but plays a crucial role in tracking the progress in all aspects of the course, and may therefore result in summative assessment of its components. In **summative assessment** throughout the course the progress is taken into consideration; for example, the expected level of achievement at the beginning of Year 1 is not the same as towards the end of the Year 2, which is taken into consideration in summative assessment. There are separate grading scales for summative assessment for each assessment component which may be adapted to the expected level of achievement at a particular point during the course.

The following grade boundaries are thus liable to minor adjustments.

	Paper 1*	Paper 2**		Paper 1*	Paper 2**
<b>HL</b>	20-18 (7)	30-26 (7)	<b>SL</b>	20-17 (7)	30-24 (7)
	17-15 (6)	25-22 (6)		16-15 (6)	23-20 (6)
	14-13 (5)	21-18 (5)		14-12 (5)	19-17 (5)
	12-10 (4)	17-14 (4)		11-10 (4)	16-13 (4)
	9-7 (3)	13-11 (3)		9-6 (3)	12-9 (3)
	6-4 (2)	10-6 (2)		5-3 (2)	8-5 (2)
	3-0 (1)	5-0 (1)		2-0 (1)	4-0 (1)

\*taken from "May 2019 subject reports. English A: literature, timezone 2"©International Baccalaureate Organization

Paper 1- Guided literary analysis

Paper 2- Comparative essay

Individual oral/Oral skills

Higher level essay (not available until May 2020)

#### **IMPLEMENTATION:**

DP Year 1 & 2: The school offers 4 lessons per week for SL and 5 lessons per week at HL.

Total teaching time follows the recommended 150 at SL and 240 at HL.

#### **Books:**

The same works are studied at both SL and HL course, with SL doing at least 9, and HL at least 13 works across three areas of exploration over Years 1 & 2 of the DP.