

Curriculum overview for Croatian A: Literature, SL, DP1, 3mn, 2026/27
T. Gerić

Teacher:

UNIT TITLE/MONTH	KEY CONCEPT(S)	CONTENT	OBJECTIVES/LEARNING OUTCOMES	ASSESS MENT TASKS	ATL SKILLS	SOURCES	LINKS TO OTHER SUBJECTS
In search of identity – The works of Edgar Allan Poe September / October	Communication Creativity Identity	- Introducing the structure and characteristics of modern lyric poetry. - Exploring the key characteristics of Romanticism as a literary period. - Exploring Baudelaire's critical engagement with and translation of the works of Edgar Allan Poe. - Reading and analysing selected poems from Les Fleurs du mal (The Flowers of Evil): "To the Reader", "The Albatross", and "The Cat". - Reading and analysing representative poems by Edgar Allan Poe: "The Raven" and "Annabel Lee". - Exploring The Philosophy of Composition, with particular attention to	- Introduce students to the learning outcomes of the subject area (In search of identity), the methods of working with the prescribed content, the preparation and delivery of oral presentations, and the assessment of their work. - Develop the ability to identify connections and influences between literary authors and writers from different literary periods at both the thematic and stylistic levels. - Acquire knowledge of and demonstrate an understanding of literary and animated texts; develop the ability to compare a film and its literary source from a critical perspective. - Develop the expressive and communication skills required for oral presentations on literary works. - Acquire and demonstrate an understanding of the differences between literary and cinematic means of expression, and appropriately apply relevant film and literary-theoretical terminology when comparing a	Written comment Essey Presentat ion	Thinking skills: Analyse and interpret Poe's literary works, identifying themes, motifs, symbols, and narrative techniques. Compare Poe's literary texts with their film and animated adaptations. Make connections between Romanticism and Modernism and evaluate Poe's position between the two literary periods. Communication skills: Communicate ideas and interpretations clearly and coherently, using appropriate literary and film terminology.	Primary sources: "The Black Cat" "The Fall of the House of Usher" "The Masque of the Red Death" "William Wilson" "The Man of the Crowd" Secondary sources: "The Raven", "Annabel Lee" „The Philosophy of Composition“	Film: Comparing Poe's short stories with their animated adaptations in Extraordinary Tales (2013), exploring how literary atmosphere, themes, characters, and narrative techniques are translated into visual form. CAS: Developing creative, communication, and collaboration skills through interpretative and creative responses to Poe's works and collaborative activities.

		the genesis and composition of “The Raven”. • Synthesising the identified connections between Romanticism and Modernism based on the literary works discussed. • Analysing and interpreting selected short stories by Edgar Allan Poe: “The Black Cat”, “The Fall of the House of Usher”, “The Masque of the Red Death”, “William Wilson”, and “The Man of the Crowd”. • Analysing themes and issues, literary style, narrative techniques, and language in Poe’s short stories. • Comparing and analysing Poe’s short stories and the animated film Extraordinary Tales (2013).	literary work and its film adaptation. • Demonstrate knowledge and understanding of literary works in relation to the selected topic. • Demonstrate the ability to select appropriate material for a presentation and organize it into a coherent structure. • Demonstrate acquired oral presentation skills and the ability to engage and maintain the attention of the audience.		Present and discuss interpretations effectively in oral presentations and class discussions. Research skills: Identify, select, and evaluate relevant and reliable sources. Select and synthesize information and textual evidence to support presentations and literary analysis. Acknowledge sources appropriately and demonstrate academic integrity.	„The Flowers of Evil“ (“To the Reader,” “The Albatross,” and “The Cat”)	
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The emantipation of female carachters — Henrik Ibsen, <i>A Doll's House</i> Novembre/Decembre	Identity Perspective Communication Representation Creativity Transformation	• Reading and exploring the life and works of Henrik Ibsen, and making connections between his work and other plays from the Modernist period. • Reading and analysing the play in its entirety, identifying key Modernist characteristics and exploring different dramatic forms, including chamber drama, problem play, psychological drama, and existential drama. • Analysing the characterization of the play's key characters and exploring the symbolism of Nora's dance, the doll's house, and the masquerade. • Exploring the central themes of patriarchy, female emancipation and autonomy, women's financial dependence on men, and the position of	• Acquire knowledge of and demonstrate an understanding of drama • Develop the expressive and communication skills required for oral presentations on literary works. • Analysis, synthesis and evaluation of language, structure, technique and style; discuss in depth the effects of literary techniques and connections between style and meaning. • Comparing literary texts dealing with the same theme or belonging to the same genre at the thematic and stylistic levels, and interpreting the representativeness of a literary genre across different literary-historical periods. • Interpreting literary texts with regard to their literary-historical, social, and cultural contexts. • Engaging in creative expression based on personal interests and inspired by a literary text. • Analysing texts from the European cultural heritage and cultural sphere.	Written comment Class discussion Essey Presentat ion	Thinking skills: Analysing and interpreting the play in its literary, social, and cultural context; comparing its themes and dramatic features with other Modernist works. Communication skills: Communicating interpretations clearly and coherently, using appropriate literary and dramatic terminology in discussions and oral presentations. Research skills: Searching for, selecting, and evaluating relevant contextual and critical sources to support the interpretation of the play and its themes. Social skills: Considering and discussing different perspectives on gender roles, patriarchy, marriage, and female	Primary source: H. Ibsen, Nora Secondary: Documentary film about Ibsen H. Ibsen, Hedda Gabler (parts od drama) Nora – movie (2000)	Psychology: Analysing the psychological development of Nora and other central characters. Exploring concepts such as identity, repression, conformity, self-awareness, and personal transformation. Film: Exploring the possibilities and limitations of adapting a dramatic text for the screen. Comparing selected scenes from film adaptations with the original text.
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		women within society. Searching for and evaluating relevant contextual and critical sources to deepen the understanding and interpretation of the play.			emancipation, while listening to and respecting alternative interpretations.		
The paradox of the struggle for women's independence — M. Gavran, <i>Nora today</i> January	Perspective Communication Representation Creativity Transformation Identity	- Exploring the life and works of one of the most important Croatian contemporary playwrights, Miro Gavran. - Reading and analysing the play <i>Nora Today</i> in its entirety, followed by dramatizing selected scenes. - Exploring key concepts associated with postmodern drama, including metatextuality, intertextuality, and interpolation. - Engaging in creative writing by creating an alternative ending to the play.	- Analysis, synthesis and evaluation of language, structure, technique and style; discuss in depth the effects of literary techniques and connections between style and meaning. - Developing the ability to connect the issues explored in the literary work with personal experiences and cultural contexts. - Developing the ability to analyse genre characteristics, themes, characters, literary techniques, methods of shaping the text, and stylistic features. - Engaging in creative expression inspired by the literary text and guided by personal interests. - Analysing texts from the European cultural heritage and cultural sphere and exploring their influence on Croatian cultural identity.	Class discussion Essey Presentat ion Reading and dramatizi ng the text	Thinking skills: Analysing themes, characters, genre characteristics, literary techniques, and stylistic features; making connections between literary works and their social, historical, cultural, and philosophical contexts. Communication skills: Expressing and communicating interpretations clearly and coherently through discussion, dramatization, and creative writing.	Primary source: M. Gavran, <i>Nora today</i> H. Ibsen, <i>Nora</i> Secondary: T. Mravak, <i>We need to talk</i> (Moramo razgovarati, short story) M. Gavran – interview	TOK: Exploring how social and cultural contexts shape our understanding of identity, freedom, morality, and gender roles. Discussing how different perspectives influence what is considered normal, acceptable, or true. Considering the extent to which literature and the arts can challenge established social beliefs. CAS:

		Reading and analysing the contemporary short story <i>We Need to Talk</i>, followed by a comparative analysis of the two texts.	Analysing texts from the Croatian cultural heritage and cultural sphere and exploring their influence on personal cultural identity.		Creative-thinking skills: Transforming and reinterpreting a literary text through dramatization and creative writing, including creating an alternative ending to the play.		Creating a dramatic, visual, or multimedia response inspired by <i>Nora today</i> . Participating in a theatre or film-related creative project. Developing an awareness-raising project addressing gender equality, stereotypes, social expectations, or financial independence. Reflecting on personal assumptions and perspectives concerning identity, relationships, equality, and social expectations.
The power of friendship and redemption – K. Hosseini, <i>The kite runner</i>	Perspective Communication Creativity Transformation Identity	Exploring the life and works of Khaled Hosseini and recognising the significance of his	Developing the ability to identify key issues in the literary work and understand it as a product of the particular time and place in which it was	Class discussion	Thinking skills: Analysing and interpreting the novel and film; identifying	Primary: K. Hosseini, <i>The kite runner</i>	TOK: Exploring how cultural background,

February/ March		postmodern novel in the context of world literature. - Researching and exploring Afghanistan's history, geography, music, art, and culinary traditions through collaborative group work and experiential learning, including the preparation and baking of traditional Afghan naan. - Reading the novel in its entirety and analysing its composition, writing style, and the role and significance of the narrator. - Identifying and interpreting the central symbols of the novel, including <i>the kite</i>, <i>the harelip</i>, and <i>the slingshot</i>, as well as exploring its central themes and issues. - Analysing and developing in-depth characterizations of the major characters. - Engaging in interactive discussion of the issues explored	created, taking into account artistic, philosophical, sociological, historical, and biographical aspects. - Understanding the role and significance of these elements in shaping and interpreting the literary work. - Developing the ability to connect the issues explored in the work with personal experiences and cultural contexts. - Developing the ability to analyse genre characteristics, themes, characters, literary techniques, methods of shaping the text, and stylistic features of the work.	Essey Presentat ion Written comment	key themes, issues, symbols, narrative techniques, and stylistic features; comparing the literary work and its film adaptation from a critical perspective. Communication skills: Expressing and supporting interpretations clearly and coherently in discussions and comparative analyses, using appropriate literary and film terminology. Research skills: Researching and evaluating Afghanistan's historical, geographical, social, and cultural context; selecting and synthesising relevant information to support the interpretation of the novel and film. Social skills: Collaborating effectively in group	Secondary: <i>The kite runner</i> – movie UN Women – <i>Four years of Taliban rule: Afghan women resist as restrictions tighten</i> UNESCO – <i>Banned from education</i>	personal experience, and perspective influence the interpretation of literary works and our understanding of other cultures and experiences. Film: Comparing the novel with its film adaptation, with particular attention to the representation of characters, themes, symbols, setting, and cultural context, and exploring how meaning is transformed when a literary work is translated into a visual medium. History: Exploring the historical context of Afghanistan, including the Soviet invasion, political instability, and the rise of the Taliban, and
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		in the novel in relation to time, place, and social and cultural contexts, with particular emphasis on the cultural differences between Afghanistan and the United States. • Connecting the issues explored in the novel with personal experiences and cultural contexts. • Watching and analysing the film adaptation of <i>The Kite Runner</i>, with particular attention to its interpretation of the characters, themes, symbols, setting, and cultural context.			research and practical activities; sharing responsibilities, exchanging perspectives, and developing intercultural understanding.		examining how historical events and political circumstances shape the characters' lives, identities, and experiences.
There, there let me travel – poetry of Tin Ujević April / May / June	Perspective Creativity Transformation Identity Culture	• Exploring the characteristics of modern poetry of the early 20th century, including the introduction of new literary forms and techniques, elements of avant-garde movements in literary works, new types of novels, and the major classics of modern poetry.	• Developing the ability to identify the characteristics of modern poetry in literary works, while acquiring knowledge of representative authors and works of the period. • Expressing their personal literary response and compares their views with those of other readers. • Comparing, analysing, and interpreting literary texts (poetry) at both the level of content and expression, and exploring the representativeness	Literary comment Essey Presentat ion	Research skills: Researching and evaluating information about Tin Ujević, modern poetry, and the historical and cultural context of the period; selecting and synthesising relevant information to support the interpretation of literary works. Communication skills:	Primary: Poetry of Tin Ujević (<i>Lelek sebra, Kolajna, Ojađeno zvono, Žedan kamen na studencu</i>) <i>Tin...trideset godina putovanja</i> – docudrama	History: Exploring the historical and political context of Tin Ujević's life and work, including his political engagement and the social circumstances of the period.

		- Analysing excerpts from representative works of modern poetry (selected by the teacher), with an emphasis on new literary techniques and stylistic characteristics. - Exploring the life and work of Tin Ujević through literary sources and the docudrama series <i>Tin... trideset godina putovanja</i>. - Engaging in interpretative reading and analysis of ten poems by Ujević from the collections <i>Lelek sebra</i>, <i>Kolajna</i>, <i>Žedan kamen na studencu</i>, <i>Auto na korzu</i>, and <i>Ojađeno zvono</i>, with two poems selected by the students. - Investigating the influence of Ujević's work on Croatian literature and cultural heritage. - Exploring and analysing the connections between literature, sociology, and philosophy.	of the literary genre across different literary periods. Engaging in creative expression according to their own interests, inspired by the text.	Written comment	Discussing and presenting interpretations of poetry and the documentary film; expressing ideas clearly and effectively through oral discussion and poetry performance. Thinking skills: Analysing and interpreting poetic texts; identifying literary devices, themes, symbols, and stylistic features; making connections between literature, philosophy, sociology, and cultural heritage. Creative-thinking skills: Transforming poetic imagery, ideas, and emotions into visual and other creative forms; exploring different ways of responding creatively to literary texts.	Secondary: Reading various website sources (for example: Tin Ujević – prokleti pjesnik, prosjak i kraljević)	TOK: Exploring how personal, cultural, and political contexts influence the interpretation of literary works. CAS: Engaging with poetry through creative and collaborative activities, including poetry performance and visual responses to poetic imagery. Philosophy: Exploring existential and philosophical themes in Ujević's poetry, including identity, freedom, solitude, and the search for meaning.
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Curriculum overview for Croatian A: Literature, SL, DP 2, 4mn, 2026/27

T. Gerić

Teacher:

UNITE TITLE/MONTH	KEY CONCEPT(S)	CONTENT	OBJECTIVES/LEARNING OUTCOMES	ASSESSME NT TASKS	ATL SKILLS	SOURCES	LINKS TO OTHER SUBJECTS
<i>It is all a blur within us –</i> Miroslav Krleža, <i>Gospoda Glembajevi</i> September / October	Identity Perspective Communication Representation Creativity Culture Transformation	- Introducing students to the period of Croatian literature from 1914 to 1952, presenting key authors and literary works, and connecting their knowledge with world literature of the period. - Exploring the life and work of Miroslav Krleža, including a visit to his birthplace in Zagreb as part of the learning activities. - Reading the complete play <i>Gospoda Glembajevi</i> and engaging in the dramatization and performance of selected excerpts. - Analysing each act, with particular attention to the psychological development of the	- Developing the ability to analyse genre, themes, characters, literary techniques, methods of literary composition, and stylistic features. - Demonstrating knowledge and understanding of the works studied and developing personal responses and viewpoints. - Developing the communication skills required for oral presentations about literary works, including the ability to attract and maintain the audience's attention. - Developing the ability to write a literary commentary on an unseen text. - Demonstrating knowledge and understanding of literary works in relation to a chosen topic; selecting appropriate material for a presentation and organising it into a coherent structure. - Developing creative-expression skills. - Analysing texts from Croatian cultural heritage and the wider	Reading and dramatizing the text Essey Presentation Literary comment	Communication skills: Practising and delivering oral presentations; communicating ideas clearly and effectively; adapting voice, expression, and language to the audience and context. Thinking skills: Analysing and interpreting characters, themes, literary techniques, and stylistic features; comparing literary works and making connections across texts. Creative-thinking skills: Developing creative interpretations of literary texts	Primary: M. Krleža, <i>Gospoda Glembajevi</i> <i>Glembajevi</i>, movie (1988.) Što je to klasik? (TV show) Secondary: S. Prosperov Novak, <i>Povijest hrvatske književnosti</i> M. Krleža, <i>Baraka Pet Be, Povratak Filipa Latinovicza</i> (parts od novel)	History: Exploring the historical, social, and political context of Croatia during the period depicted in Krleža's work. Visual arts: Exploring visual representations of the Glembay family, their social environment, and the atmosphere of the play through artistic expression. CAS: Developing communication, collaboration, and creative skills through

		characters, style, and language. - Analysing the major characters in depth and comparing them with characters from other works by Krleža, particularly <i>The Return of Philip Latinovicz</i>, and from world literature, such as Shakespeare's <i>Hamlet</i>. - Watching and analysing the film Glembajevi and comparing the play with its film adaptation.	cultural tradition, and exploring their influence on personal cultural identity.		through dramatization, acting, and performance of selected excerpts. Social skills: Collaborating in the preparation and rehearsal of dramatic performances; sharing ideas and responding constructively to different perspectives.		dramatization, rehearsal, and performance of selected excerpts from the play.
In search of the meaning of life – A. Camus, <i>The stranger</i> Novembre/ Decembre	Identity Perspective Communication Creativity Culture	- Exploring the period of late modernism and its key representatives, with particular emphasis on the philosophy of existentialism. - Reading and analysing selected excerpts from world literature that explore elements of existentialist philosophy, including works by Dostoevsky and Kafka.	- Discussing in accordance with the purpose and the intended effect on the audience. - Listening to texts in different functional styles in accordance with a specific purpose and from a variety of sources. - Reading texts in different functional styles and forms in accordance with a specific purpose. - Expressing a personal literary response and explaining one's views on a literary text. - Analysing different interpretations of literary texts in relation to reader-oriented,	Class discussion Essey Presentation	Thinking skills: Analysing and comparing different literary texts and interpretations; making connections between the essay, novel, film, and existentialist philosophy. Communication skills: Discussing and presenting personal interpretations and	Primary: A. Camus, <i>The stranger</i> A. Camus, <i>The myth of Sisyphus</i> <i>The stranger</i>, movie (2025.)	Philosophy: Exploring existentialist philosophy and questions of meaning, freedom, absurdity, and human existence. Film: Comparing Camus' novel with its 2025 film adaptation and exploring

		- Exploring the life and work of Albert Camus and reading the essay <i>The Myth of Sisyphus</i> as an introduction to the novel <i>The Stranger</i>. - Reading the complete novel and analysing its central themes, including the struggle to overcome meaninglessness, the absurdity of human existence, and the condemnation of society, with particular attention to Camus' distinctive writing style and precision of expression. - Watching the 2025 film adaptation of <i>The Stranger</i> and comparing it with the novel. - Reading selected excerpts from <i>The Meursault Investigation</i> by Kamel Daoud and exploring its relationship with Camus' <i>The Stranger</i>.	text-oriented, and author-oriented approaches. - Explaining the development of literary poetics and periods and critically evaluating the influence of different contexts on a literary text. - Engaging in creative expression according to personal interests and inspired by the text.	Literary comment	responses to literary texts; exchanging ideas and perspectives. Creative-thinking skills: Exploring different interpretations of literary works through film and creative responses; comparing how the same ideas and themes are expressed in different media. Research skills: Researching existentialism, Albert Camus, and the historical and cultural context of the works studied.	Secondary: F. M. Dostoevsky, F. Kafka (parts of novel) Kamel Daoud, <i>The Meursault investigation</i>	how literary themes and ideas are translated into the visual medium. TOK: Exploring how perspective, context, and personal experience influence the interpretation of literary texts and philosophical ideas.
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<i>Insects in the society</i> – F. Kafka, <i>The metamorphosis</i> January/February	Identity Perspective Communication Creativity Transformation	- Consolidating knowledge of the avant-garde and previously studied literary works. - Exploring the life and work of Franz Kafka and studying his biography through selected excerpts from the epistolary novel <i>Letters to Milena</i>. - Reading and analysing <i>The Metamorphosis</i> and exploring the concepts of the Kafkaesque atmosphere, the uncanny presented as ordinary, and the aesthetics of shock. - Analysing the main characters, family relationships, and the central issues explored in the work. - Discussing and debating the relevance of Kafka's text in the contemporary context. - Reading critical articles on Kafka,	- Expressing a personal literary response and explaining one's views on a literary text. - Analysing different interpretations of literary texts in relation to reader-oriented, text-oriented, and author-oriented approaches. - Explaining the development of literary poetics and periods and critically evaluating the influence of different contexts on a literary text. - Engaging in creative expression according to personal interests and inspired by the text. - Critically evaluating the influence of media texts on the perception of reality and the formation of the audience's identity.	Written comment Essey Presentation Literary comment Discussion	Thinking skills: Analysing and interpreting Kafka's literary works; exploring symbolism, character relationships, literary techniques, and the concepts of the Kafkaesque and the uncanny; making connections between different texts and contexts. Communication skills: Discussing and debating the relevance of Kafka's works; expressing and supporting personal interpretations and viewpoints. Research skills: Researching Kafka's life, work, and historical and cultural context; selecting and evaluating relevant information from literary and critical sources.	Primary: F. Kafka, <i>The metamorphosis</i> F. Kafka, <i>Letters to Milena</i> Secondary: F. Kafka, <i>The Trial</i> V. Žmegač, <i>The World of Franz Kafka</i>	History: Exploring the historical and social context of Kafka's life and work, particularly the cultural and political climate of early 20th-century Europe. TOK: Exploring how context, perspective, and personal experience influence the interpretation of literary texts and the perception of reality. Philosophy: Exploring philosophical questions related to alienation, identity, freedom, responsibility, and the individual's
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		including Viktor Žmegač's <i>The World of Franz Kafka</i> , and reading selected excerpts from the novel <i>The Trial</i> .					relationship with society.
<i>You who have more innocent hands</i> — poetry of Vesna Parun March/ April	Identity Perspective Representation Creativity Culture	- Becoming familiar with Croatian poetry of the interwar period and the Second Croatian Modernism. - Exploring and analysing the poetic oeuvre of Vesna Parun. - Reading biographical accounts of Vesna Parun's life and work (Vinko Brešić, <i>Autobiografija Vesne Parun</i>.) - Watching the <i>Hrvatski velikani</i> episode dedicated to the poet and creating a poster about her life. - Reading and listening interpretatively to selected poems from her collections <i>Zore i vihori</i>, <i>Crna maslina</i>, <i>Vidrama vjerna</i>, <i>Koralj vraćen moru</i>, and <i>Ukleti dažd</i>.	- Developing the ability to identify the characteristics of modern poetry in literary works while acquiring knowledge of representative authors and works of the period. - Expressing a personal literary response and explaining a perspective on a literary text. - Analysing different interpretations of literary texts from reader-, text-, and author-oriented perspectives. - Explaining the development of literary poetics and periods and critically evaluating the influence of different contexts on literary texts. - Comparing, analysing, and interpreting literary texts (poetry) at both the level of content and expression, and exploring the representativeness of the literary genre across different literary periods.	Written comment Creating a poster Essay Class discussion	Research skills: Researching and evaluating information about Vesna Parun, her life and literary work, and the historical and cultural context of her poetry; selecting and synthesising relevant information from biographical and literary sources. Thinking skills: Analysing and interpreting Parun's poetry with attention to poetic structure, metaphors, imagery, zoological and botanical terminology, themes, and stylistic features; comparing different	Primary: Vesna Parun (selected poems from: <i>Zore i vihori</i>, <i>Crna maslina</i>, <i>Vidrama vjerna</i>, <i>Koralj vraćen moru</i> and <i>Ukleti dažd</i>) Hrvatski velikani (Vesna Parun) – TV show Secondary: V. Brešan, <i>Autobiografija Vesne Parun</i> T. Lemac, <i>Poetičko-stilska konceptualizacija Zore i vihori Vesne Parun</i>	History: Exploring the historical, social, and political context of Vesna Parun's life and poetry, with particular attention to the interwar period, World War II, and the post-war period in Croatia. Film: Watching and analysing the <i>Hrvatski velikani</i> documentary about Vesna Parun and exploring how her life, personality, and literary work are represented through the

		Analysing Vesna Parun's poetry with particular attention to poetic structure, richness of metaphor, zoological and botanical terminology, and intimate and anti-war themes.			interpretations of her poetry. Communication skills: Expressing and presenting personal interpretations of poetry clearly and effectively; communicating research findings through oral presentations and visual forms such as posters. Creative-thinking skills: Exploring creative responses to Parun's poetry and transforming biographical and literary research into visual and other forms of expression		documentary form. CAS: Developing communication, collaboration, and creative skills through research, creating a poster about Vesna Parun's life and work, and sharing literary and visual responses to her poetry.
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Links to TOK:

Areas of exploration

Readers, writers and texts

Links to TOK in this area revolve around the questions of what kind of knowledge can be constructed from a literary text

- What do we learn about through literature? What role does literature fulfil?
- In what ways is the kind of knowledge we gain from literature different from the kind we gain through the study of other discipline? How certain can we be of the knowledge constructed through reading literary texts?
- What we learned from reading literary works and how that changed us?
- How much of the knowledge we construct through reading a literary text is determined by the writer's intention, the reader's cultural assumption and by the purpose valued for the text in a community of readers?
- Are some interpretations of a literary text better than other?

Time and space

Links to TOK in this area are related to the questions of how far the context of production of a literary text influences or informs its meaning and the extent to which the knowledge a reader can obtain from a literary text is determined by the context of reception.

- How far can a reader understand a literary text that was written in a context different from his or her own?
- What we have learned about the time and culture in which the literary text was created? What has changed? What differs from our culture and time?
- To what extent is it necessary to share a writer's outlook to be able to understand his or her work?
- How might the approaches to a given time and place of a poet, a playwright or a novelist and a historian differ?
- How a specific time and place, and their political and social contexts, influenced the creation of the literary work?
- Is the notion of a canon helpful in the study and understanding of literature? How does a canon get established? What factor influence its expansion or change over time?

Intertextuality: connecting texts

Links to TOK in this area are related to the question of how the interaction of a literary text with other literary text-brought about explicitly by the author or established by the reader in the act of reception-influences our perception of them and their meaning.

- What kind of knowledge about a literary text and about literature do we gain when we compare and contrast literary text?
- Does knowledge of conventions of form and literary techniques allow for a better and deeper understanding of a literary text?
- How are judgments made about the literary merit of a text? What makes a literary text better than others?
- Is the study of literature better approached by means of a thematic approach (grouping them according to the theme or concern they share)? What impact does each one of them have on knowledge of the discipline?
- How useful are classifications of literary texts according to form and period? How do they contribute to the understanding of literature and its history?
- How one literary text influences another?