Subject group and course title:

ENGLISH A LANGUAGE AND LITERATURE (SL AND HL)

Course purpose:

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.

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

Topics covered:

- **CULTURE, IDENTITY AND COMMUNITY** (family, class, race, ethnicity, nationality, religion, gender, sexuality, migration, colonialism, nationalism)
- **BELIEFS, VALUES, EDUCATION** (how beliefs, values and education shape individual, communities, educational systems)
- **POLITICS, POWER AND JUSTICE** (Rights, responsibilities, government, institutions, hierarchies of power, distribution of wealth, justice, the law, equality, inequality, human rights, peace, conflict)
- **ART, CREATIVITY, IMAGINATION** (aesthetic inspiration, creation, craft, beauty, function and effects of art in society)
- **SCIENCE, TECHNOLOGY, ENVIRONMENT** (implications on technology and media on

individuals and societies, scientific innovation, progress and development)

How are key concepts served (methodology)?

Key concepts are served through the study and analysis of Literature in combination with other textual genres like photographs, videos, articles, cartoons, advertisements, posters, scripts, blogs, paintings, movies etc. Students explore concepts such as:

- **Identity, Perspectives and Interpretation**
- **Culture, Contextual understanding, Values, Beliefs and Attitudes**
- **Creativity, the Writing Process, the Imagination**
- **Transformation, Intertextuality and Interpretation**
- **Connections with reality**

All this is taught through the following Syllabus components:

- Readers, writers and texts
- Time and Space
- Intertextuality – Connecting texts

How does the course foster international mindedness?

1. Through the study of texts written originally in English and in Translation the students gain an understanding of how different languages and literatures represent the world and its different cultures
2. Through the study of a wide variety of writers belonging to different genders, genres, time periods and regions the students develop an understanding of the world and its history
3. Via the teaching of a themes based curriculum, where the following themes are taught via particular literary pieces:

- **Persepolis (Graphic Novel/ Bildungsroman, Iran/France, 2000)**: Religion, Oppression, Modernity, Nationalism, Heroism, Martyrdom, Violence, Forgiveness, Justice, Migration, Family Dynamics, Coming of Age, Femininity, War, Politics, Freedom, Confinement, Fear, Mortality, Drugs, Alcohol.
- **One day in the life of Ivan Denisovich (Novel, Russia, 1962)**: Human Dignity, Outrage, Unjust Punishment, Conditioning, Faith and Values, Power, Authority, Identity, Principles, Camaraderie, Lack of Solidarity, Ritualization of food, Rules, Order Perseverance, Memory, Dreams, Hopes, Plans.
- **The Pride Price (Novel/Bildungsroman, Nigeria, 1976)**: Gender roles, Marriage, Slavery, Oppression, Defiance, Resistance, Death, Culture, Traditions, Rituals, Religion, Family, Identity, Taboo.
- **The World's Wife (Poetry Collection, Scotland, 1999)**: Gender roles, Stereotypes, Myths, Abuse, Patriarchy, Beauty Standards, Love, Purpose, Identity, Culture, Rituals, Society.
- **The Doctor's Dilemma (Ireland, Drama, 1906)**: Private Practice, Betrayal, Love, Scientific Innovation, Deception, Social Class distinction, Finance, Pretense.
- **The Narrative of the life of Frederick Douglas (USA, Autobiography, 1845)**: Religious Hypocrisy, Knowledge, Ignorance, Truth, Justice, Racism, Christianity, Human Rights, Struggle,

Enslavement, Fellowship, Education, Friendship, Honesty.

How are IB Learner Profile attributes promoted?

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).

How does the course meet student needs via ATL?

Through the approaches to learning in language courses, students develop skills that have relevance across all areas that help them "learn how to learn".

Teaching based on inquiry

- providing scope for and encouraging individual lines of inquiry as well as student choice in creating and choosing a variety of tasks
- encouraging students to engage in creative tasks (written, oral and visual arts), pastiches, role plays, performances, and so on, and to experience and explore through them the process of creative writing and the challenges to expression that it entails
- designing individual and group research tasks, case studies and presentations based on student questions and areas of interest
- exploring the ways in which other areas of inquiry (for example, historical, philosophical, psychological) might contribute to and enrich the reading experience
- using problem-solving approaches to texts (for example, finding connections between texts, applying different critical perspectives to texts).

Teaching focused on conceptual understanding

- moving from the concrete to the abstract, for instance by drawing together knowledge from close readings of individual texts in order to explore broader conceptual concerns, e.g. the nature of poetry, the construction of meaning or the significance of "literariness" as an idea
- encouraging students to explore different formal representations and mappings of the world of literary texts; e.g. through literary form, format, purpose, audience or context
- applying conceptual frameworks to texts or, conversely, constructing conceptual frameworks from reading texts
- exploring the concept of transformation by designing activities that ask students to consider literary forms and their conventions by transforming texts in a variety of ways (through translation to film or through performance, for example)
- grounding close investigation of texts on broader conceptual discussions: for instance, in connection with the concept

of representation, does the structure of narrative affect meaning? How does medium affect meaning? What is the relationship between the physical (a book, a performance, a live speech) and communication?

Teaching developed in local and global contexts

- bringing the outside world into schools (writers, cultural experts, other teachers, theatre performances, school partnerships, etc.)
- drawing on students' backgrounds, experiences and interests allowing for texts from different cultures to be juxtaposed
- encouraging creative and real-world opportunities for students to explore cultural contexts and make links to other subjects, such as the arts; for example writing program notes for a local theatre production, creating art, monologues, collages or poetry
- taking students out into the world by providing opportunities for experiential learning by, for example, making explicit connections between CAS and the subject in the hope that students will be encouraged to generate a CAS project or experience related to their studies in language and literature
- providing students with cultural frameworks with which to understand texts and issues (for example, co-texts such as news articles or other writings from the culture).

Teaching focused on effective teamwork and collaboration

- designing activities that encourage interaction between students and negotiation among them in relation to differing interpretations of one same text
- using particular protocols, like literature circle protocols, that help structure discussion and therefore allow for greater autonomy from the teacher, fostering instead reliance on other students
- implementing peer-assessment activities in order for students to obtain feedback on their understanding from their classmates
- allowing students as a group a greater say as regards decision-making in relation to syllabus content, assessment or sequencing of material within the bounds set by the IB in this guide
- providing opportunities for students to carry out group presentations or performances that call for a variety of decisions, tasks, and aspects of performance.

Teaching designed to remove barriers to learning

- selecting texts that are challenging but accessible and allow students to build on prior knowledge
- planning a wide range of activities that cater for different learning preferences and even suggest different modalities of tasks the student can choose from to achieve one same aim
- using a variety of strategies to create in-class groupings that allow for collaboration and growth
- paying attention to the use of multimodal texts so that students are able to access texts that are read aloud, or to work on graphic interpretations of texts that allow for a focus on the visual
- paying careful attention to timely and relevant feedback that is specific to the needs of the individual learner
- considering the possibility of giving the student some say as far as curriculum design is concerned, for example allowing the course to have some say in the choice of works that will be read.

Thinking skills

- establishing connections between texts studied and current affairs that might make transfer of learning to new contexts more likely to happen
- encouraging students to actively engage in the formulation of hypotheses about a text's meaning and how that meaning is constructed without needing to rely on tried interpretations or on easily accessible online sources
- fostering thinking through the juxtaposition of texts from different times, cultures, literary forms and text types
- using active learning techniques, such as role plays and debates during which students need to think and make decisions independently and spontaneously
- ensuring that a culture of thinking is firmly established in the classroom, by consistently using visible thinking routines.

Communication skills

- articulating a well-developed and well-supported personal response to a text
- carrying out group and individual presentations, using a variety of presentation formats, and encouraging attentive listening from the rest of the class and presenter/audience interaction
- using digital tools to enrich learning and improve communication and feedback in the class learning environment
- practising different roles using role play and reflection and performing plays, skits or oral interpretations of literature for an audience of peers
- broadening academic communication beyond the classroom through student-led literary conferences, presentations to parents, and work with younger students or other school communities.

Social skills

- creating classroom and discussion norms
- creating, through attitude and example, a safe classroom environment where challenging and diverse texts can be studied in a respectful manner
- using in a balanced and purposeful way group and private response, group and individual work, and the classroom space for both better classroom interaction and private reflection
- developing an active listening ability that allows students to consider different perspectives and to engage in collaborative negotiation of meaning with the students who hold such perspectives
- teacher modelling possible varied responses to texts and public feedback that acknowledges and appreciates difference.

Self-management skills

- establishing clear deadlines and managing expectations in a fair and purposeful manner
- establishing a scheme of work or a plan of study that scaffolds growth and helps students to manage time without creating artificial boundaries, hoops or expectations that hinder true reflection
- giving attention to study techniques such as note-taking, text marking or the use of various digital organizational tools while allowing students to find their own approaches to self-management and academic organization
- encouraging self-reflection on progress against criteria but also self-reflection based on aims as broad as developing an interest in and enjoyment of language and literature
- helping students increase their autonomy and take responsibility over the organisation of their own work, developing in the process an awareness of the challenges that deadlines pose for them individually.

Research skills

- teacher modelling effective research skills and solid academic honesty practices through the use of carefully selected secondary material that goes beyond the basic internet search
- development in the student of the ability to distinguish between a sound, well-grounded and well- researched interpretation of a text and one that isn't, and the ability to evaluate the validity of the claims of different critical perspectives on texts
- individual research for presentations, papers or performances with teacher guidance on how to use online databases
- group research tasks in relation to contextual concerns of texts studied research of linguistic and literary history or practices, again structured by the teacher, so that students can begin to have a sense of important disciplinary questions, appropriate databases, possible secondary text sources and means of assessing reliability.

Assessment model:

Summative: Presentations, Group Discussions, Analysis of Texts studied, Note Taking, Finding texts that link with the themes studied in the Literature, Writing Poems, Writing short Stories, Creating a

cartoon, Writing Scripts, Creating a Video, Student feedback, Reflection and self-assessment

Formative: Practice Paper 1 (Guided textual analysis **SL 35%, HL 35%**), Practice Paper 2 (Comparative Essay **SL 35%, HL 25%**), Practice for the Individual Oral (**SL 30%, HL 20%**), Essay **(20%)**

Links to CAS:

- Engage with issues of global significance deriving from the literature studied, ie: Script and Film a Video on Human Rights
- Understanding the creative process by directly engaging in it and writing Poems, Scripts and Short Stories
- Visit Places where authors lived in the students' city and collecting data on their lives and environment
- Raise awareness on issues of Global Significance like Human Trafficking by presenting the topic to the other students.
- Act out a scene from a play studied
- Do a project for Refugees

Links to TOK:

- Exploring different perspectives by the study and analysis of different literary characters and texts
- Posing questions on the ethics of the times when a text was written and the context in which it belongs
- Examining how personal views are constructed and communicated
- Examining how language generates meaning in a text and the impact of translation
- Examining advertising and its relationship with the truth and biases.
- Examining prejudices and racist views through literature

Instructor's name: Antonia Sakka