



English A: Language & Literature

Course Description

English A: Language & Literature is directed towards developing an understanding of the constructed nature of meanings generated by language and the function of context in the process. Students study a wide range of literary and non-literary texts in a variety of media. The study of texts produced in a language is central to an active engagement with language and culture and, by extension, to how we see and understand the world in which we live. Students are encouraged to question the meaning generated by language and texts, which is arguably rarely straightforward and unambiguous. Helping students to focus closely on the language of the texts they study and to become aware of the role of each text's wider context in shaping its meaning is central to the course. Language & Literature aims to develop in students skills of textual analysis and the understanding that texts, both literary and non-literary, can be seen as autonomous yet simultaneously related to culturally determined reading practices.

Course Content (distinction between Higher and Standard Level):

Language & Literature is the same at SL and HL, but there are quantitative differences between the levels. In the course of the two years, HL students study a total of six (6) literary works, whereas SL students study a total of four (4) literary texts. Both levels address seven key concepts (identity, culture, creativity, communication, perspective, transformation and representation) and the following three Areas of Exploration (AOE):

Readers, Writers and Texts

Non-literary texts are chosen from a variety of sources, genres and media to represent as wide a range of texts as possible, and works are chosen from a variety of literary forms. Focus is on the development of personal and critical responses to the particulars of communication.

Time and Space

Non-literary texts and literary works are chosen from a variety of sources, literary forms and media that reflect a range of historical and/or cultural perspectives. Their study focuses on the contexts of language use and the variety of ways literary and non-literary texts might both reflect and shape society as a whole. The focus is on personal and cultural perspectives, the development of broader perspectives, and an awareness of the ways in which context is tied to meaning.

Intertextuality: Connecting Texts

Non-literary texts and literary works are chosen from a variety of sources, literary forms and media in a way that allows students an opportunity to extend their study and make fruitful comparisons. Their study focuses on intertextual relationships with possibilities to explore various topics, thematic concerns, generic conventions. The focus is on the development of the ability to understand the complex relationships among texts.

Prior Learning

There are no formal requirements for students undertaking the studies in Language and Literature courses. Students who take these courses will often have varied language profiles and may be multilingual.

Learning Objectives

The aims of studies in Language and Literature are to:

- Introduce students to a range of texts from different periods, styles and genres.
- Develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections.
- Develop the students' powers of expression, both in oral and written communication.
- Encourage students to recognize the importance of the contexts in which texts are written and received.
- Encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning.
- Encourage students to appreciate the formal, stylistic and aesthetic qualities of texts.
- Communicate and collaborate in a confident and creative way.
- Encourage students to think critically about the different interactions between text, audience and purpose.
- Encourage students to engage with issues and ideas of global significance.
- Question their own views about the world.
- Foster a lifelong interest in and enjoyment of language and literature.

Having followed the English Language and Literature course, students will be expected to:

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

Teaching Approach

Formative and summative activities such as oral presentations, different kinds of academic essay writing and creative assignments, both in the classroom and for homework, afford students opportunities to examine, interpret, critically evaluate and develop independent opinions about the way in which writers use language to create meaning.

The Learner Portfolio

Students must retain a record of their work throughout the course in **the learner portfolio**; a space for each student to reflect upon the non-literary texts and literary works studied, the areas of exploration and the central concepts. It is an essential, formative tool for the students' developmental journey as learners.

Why students might choose this subject

Studies in Language and Literature provide opportunities for students to collaborate and be better prepared for an effective participation in an ever-changing world. Through approaches to learning skills, students are encouraged to become reflective, creative and critical thinkers and confident communicators. Through the study of a wide range of texts, students are encouraged to think about the needs, perspectives, values and attitudes of other people; to be independent learners and global citizens.

Course Assessment

School assessment

Summative assignments (both in-class and for homework) will be formally assessed according to IB criteria from the outset of the course. The criteria used will depend upon the kind of assignment undertaken. Grades will be awarded on the IB scale of 1 to 7 for all summative assignments, in accordance with IB grading criteria and grade boundaries.

An indicator of each student's engagement with the work for the course accompanies every term grade. This includes class involvement, the timely completion of all homework assignments whether formative or summative, and being prepared for each class (reading in advance, bringing materials etc).

IB Assessment

The final Diploma grade in the subject is determined by the students' performance in the following Assessment Components:

Paper One: Guided Textual Analysis

Standard Level students must produce an analysis of **one** unseen text.

Higher Level students must produce an analysis of **two** unseen texts.

Paper Two: Comparative Essay

Standard & Higher Level students, in response to one of four questions, must write a comparative essay based on two works studied in the course.

Higher Level Essay (HL ONLY)

Higher Level students submit a 1,200-1,500-word essay for external assessment based on selected material studied during the course.

Individual Oral

This component is internally assessed by the teacher and externally moderated by the IB.

Standard & Higher Level: Students deliver a prepared 10-minute oral response where they examine the ways in which a Global Issue of their choice is presented through the content and form of one literary work and one non-literary text that they have studied. This is followed by a 5-minute question and answer session with their teacher.

Further Information

Students need to purchase the literary works that they will be studying over the two years. The libraries (ACT and Eleftheriades) provide an extensive selection of sources that students can use to complement their work for the course.