



English A: Literature

Course Description

The focus of English A: Literature is the study, appreciation, critical analysis and evaluation of literature as a creative form. Over the two years of the course, students read selected literary works representing different genres (drama, poetry, novels, short stories, non-fiction, and new textualities), times (from 8th Century BCE to the present), and places (the course includes texts from a variety of countries). Through the study and discussion of these works, students become acquainted with the concepts and critical approaches associated with literary analysis and their practical application, as well as the contexts within which texts are created and received. Activities such as oral presentations, different kinds of 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.

Course Content (distinction between Higher and Standard Level):

The model for English A: Literature is the same at SL and HL, but there are quantitative differences between the levels. The English A: Literature syllabus is composed of **thirteen** literary works at Higher Level and **nine** at Standard Level.

Study of the different works during the two-year course is undertaken through the consideration of the interaction between **three** areas of exploration (Readers, writers and texts; Time and space; Intertextuality) and **seven** key concepts (identity, culture, creativity, communication, perspective, transformation and representation).

Readers, writers and texts

This area of exploration introduces students to the nature of literature and its study. The investigation students will undertake involves close attention to the details of texts in a variety of

literary forms to learn about the choices made by authors and the ways in which meaning is created. At the same time, study will focus on the role readers themselves play in generating meaning as students move from a personal response to an understanding and interpretation that is influenced by the community of readers of which they are a part.

Guiding conceptual questions:

- Why and how do we study literature?
- How are we affected by literary texts in various ways?
- How do literary texts offer insights and challenges?

Time and space

This area of exploration focuses on the idea that literary texts are neither created nor received in a vacuum. It explores the variety of cultural contexts in which literary texts are written and read across time and space as well as the ways literature itself—in its content—mirrors the world at large. Students will examine how cultural conditions can shape the production of a literary text, how a literary text can reflect or refract cultural conditions, and the ways culture and identity influence reception.

Guiding conceptual questions:

- How important is cultural or historical context to the production and reception of a literary text?
- How do we approach literary texts from different times and cultures to our own?
- To what extent do literary texts offer insight into another culture?

Intertextuality: connecting texts

This area of exploration focuses on intertextual concerns or the connections between and among diverse literary texts, traditions, creators and ideas.

Guiding conceptual questions:

- In what ways can diverse literary texts share points of similarity?
- How can literary texts offer multiple perspectives of a single issue, topic or theme?
- In what ways can comparison and interpretation be transformative?

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

English A: Literature is designed to introduce students to a wide range of literature from different times, places, styles and genres, and to develop an understanding of literary traditions, approaches to literary criticism, and the methods that these are based upon. One of the most important aims of the course is to cultivate each student's distinctive style of written and verbal expression, and to foster the skills needed to communicate and support their critical responses to literary works in a coherent and compelling manner. Students are encouraged to consider not only what makes each writer unique in terms of ideas and style, but to also reflect upon the connections between different literary works and the contexts within which they were fashioned, and how these contribute to the construction of a multiplicity of meanings. The course expands students' awareness of viewpoints grounded in cultural contexts other than their own and how what they encounter in their reading relates to their understanding of the world around them, ultimately aiming to foster a lifelong interest in and enjoyment of language and literature.

Having followed the English A: 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 retain a record of their work throughout the course in the learner portfolio; a space for each student to reflect upon the 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:

Assessment component	Weighting
<p>Paper 1: Guided literary analysis</p> <p>(1 hr 15 min for Standard level – 2 hrs 15 min for Higher level)</p> <p>The paper consists of two passages from two different literary forms, each accompanied by a question. Students write an analysis of one passage at Standard level and both passages at Higher level</p>	<p>35%</p> <p>(Standard & Higher level)</p>

<p>Paper 2: Comparative essay (1 hr 45 min)</p> <p>The paper consists of four general questions. In response to one question, students write a comparative essay based on two works studied in the course.</p>	<p>35% (Standard level)</p> <p>25% (Higher level)</p>
<p>Individual oral (15 min)</p> <p>This component is internally assessed by the teacher and externally moderated by the IB.</p> <p>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 English literary work and one literary work read in translation that they have studied. This is followed by a 5-minute question and answer session with their teacher.</p>	<p>30% (Standard level)</p> <p>20% (Higher level)</p>
<p>Higher level (HL) essay</p> <p>Students submit an essay on one literary text or work studied during the course.</p> <p>The essay must be 1,200–1,500 words in length.</p>	<p>20% (Higher level only)</p>

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.