



**Language and Literature**  
**Subject guide,**  
**First Examinations 2015**  
**ANATOLIA COLLEGE, IBDP**

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## 1. Nature of the subject

Group 1 courses are designed to support future academic study by developing a high social, aesthetic and cultural literacy, as well as effective communication skills.

The focus of the language A: language and literature course is directed towards developing and understanding the constructed nature of meanings generated by language and the function of context in this process.

## 2. Aims and assessment objectives

The aims of **language A: literature** and **language A: language and literature** at SL and HL are to:

1. introduce students to a range of texts from different periods, styles and genres
2. develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections
3. develop the students' powers of expression, both in oral and written communication
4. encourage students to recognize the importance of the contexts in which texts are written and received
5. encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning
6. encourage students to appreciate the formal, stylistic and aesthetic qualities of texts
7. promote in students an enjoyment of, and lifelong interest in, language and literature.
8. develop in students an understanding of how language, culture and context determine the ways in which meaning is constructed in texts
9. encourage students to think critically about the different interactions between text, audience and purpose.

There are four assessment objectives at SL and at HL for the **language A: language and literature** course:

1. Knowledge and understanding
2. Application and analysis
3. Synthesis and evaluation
4. Selection and use of appropriate presentation and language skills

The model for language A: language and literature is the same at SL and HL, but there are significant quantitative and qualitative differences between the levels.

SL students have to complete 150 hours of instruction, while HL students have to complete 240 hours. Students are generally expected to cover many more texts of all kinds at HL than at SL. Students study a minimum of **four** literary works at SL and **six** works at HL.

Two of the assessment tasks at SL are significantly easier than the comparable tasks at HL. The first is the paper 1 textual analysis, where SL students address and analyse only one passage, while HL students make a comparative analysis of two passages. The second is the written tasks, where HL students must produce four tasks, rather than the three produced by SL students. Two of these tasks are submitted for external assessment at HL, while only one is submitted at SL. One of the assessed tasks submitted at HL must be a critical response that addresses one of six set questions and requires students to explore the values, attitudes and beliefs that are implied in the texts they select for this task. In paper 2 there are common questions for both SL and HL, and differentiation is achieved through the use of different assessment criteria. Internal assessment tasks and criteria are the same at SL and at HL.

### **3. Subject outline**

In the Language and Literature course, a wide variety of literary and non-literary texts from diverse cultural contexts is taught. The students will learn both literary and cultural studies concepts, which include both visual and written texts. They will be expected to develop their language skills, in terms of using appropriate terminology for textual analysis across the genres (both literary and non-literary), develop their ability in the detailed critical analysis of texts, and in understanding and interpreting the visual images used in conjunction with the written texts analyzed.

“Text” in this subject is defined as anything from which information can be extracted, and includes the widest range of oral, written and visual materials present in society. This range will include single and multiple images with or without text, literary and nonliterary written texts and extracts, media texts (for example, films), radio and television programmes and their scripts, and electronic texts that share aspects of a number of these areas (for example, video-sharing websites, web pages, SMS messages, blogs, wikis and tweets). Oral texts will include readings, speeches, broadcasts and transcriptions of recorded conversation.

The teaching methods used in the Language and Literature course seek the promotion of critical and creative-thinking skills, and learning how to learn. Students are given the opportunity to engage in inquiry-based learning and to develop the skills required for critical thinking through collaborative work, critical discourse, the exploration of a wide variety of texts, and the use of systematic formative assessment on a range of both oral and written tasks.

The course is designed to support future academic study by developing high levels of language competence and communication skills, as well as social, aesthetic and cultural literacy.

#### 4. Prior learning

There are no formal requirements for students undertaking the group 1 courses. Students who take these courses will often have varied language profiles and may be multilingual. While it is recommended that students have had experience of writing critical essays about texts, not having done so should not exclude them from studying language A.

#### 5. Language and Literature and the IB Learner Profile



The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

In **Language A: language and literature**, the nature of the subject contributes to several if not to all IB Learner Profile attributes. The wide range of visual and written texts studied and addressed through lecture, discussion, written papers and oral presentations, contribute to students being knowledgeable inquirers, thinkers, communicators. Emphasis on Academic Integrity and the ownership of ideas reinforce the quality of being principled. Exposure to other cultures, histories, and traditions through literary and other texts contributes to open-mindedness.

IB learners strive to be:

**Inquirers** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

**Knowledgeable** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

**Thinkers** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

**Communicators** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

**Principled** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

**Open-minded** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

**Caring** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

**Risk-takers** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

**Balanced** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

**Reflective** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

## 6. International Mindedness

International Mindedness can be expressed as:

- The ability to be better prepared for the 21<sup>st</sup> century global challenges
- Understanding ourselves to connect with others
- The world is much larger than the community in which we live
- Respect and understanding for other perspectives, cultures and languages

- The ability to see oneself as a responsible member of the community and a global citizen

In Language & Literature both the literary and the non-literary parts of the course ensure discussion and analysis of issues from multiple perspectives; allow students to connect with fictional and non-fictional characters and situations and gain a global perspective regarding other cultures and languages through the study of international literature as well as international events.

## 7. Language and Literature and Core Components

### Language A: language and literature and theory of knowledge

Specific cultural and reading practices play a central role in the way we generate the meaning of a text. As these practices change, over time or from place to place, the meaning we ascribe to a text shifts and can become unstable. This creates a clear link with theory of knowledge (TOK). In discussing art as an area of knowledge, for example, the following question might be asked: “What knowledge of art can be gained by focusing attention solely on the **work** itself, in isolation from the artist or the social context?”

Further questions seek to explore the nature and meaning of art through an understanding of its social, cultural or historical context and the role of the reader or audience’s response to the text in generating meaning. Links with TOK also promote an intercultural perspective, encouraging students to reflect on and think beyond their own cultural assumptions as they engage with the learning materials in the course.

The relationship between the subject and TOK is central to the Diploma Programme. Having followed the language A: language and literature course in group 1, students should be able to reflect critically on the various ways of knowing and on knowledge issues. The questions noted below highlight the relationship between TOK and the language A: language and literature course.

- How does the reader shape the meaning of a text?
- How are our understandings of texts affected by their various historical, social and cultural contexts?
- When does a text become defined as literature?
- Language and literature are never simply transparent. They also encode values and beliefs. To what extent should this be considered when responding to texts?
- How far do power relationships in society determine what is considered literature and define the canon?
- Texts can be analysed from different critical positions. In the light of this, how can their effectiveness be judged relative to one another?
- If meaning is inherently unstable, conditional on the contexts of the text and reader, how can we ever determine what a text means?

## Language A: language and literature and the extended essay

The extended essay is an in-depth study of a focused topic chosen from the list of approved Diploma Programme subjects. It is intended to promote high-level research and writing skills, intellectual discovery and creativity. It provides students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor. This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen.

Students who would like to do their EE in English have a choice of three categories, as follows:

-Category 1-Studies of a literary work(s) originally written in the language in which the essay is presented

-Category 2-Studies of a literary work(s) originally written in the language of the essay compared with literary work(s) originally written in another language

-Category 3-Studies in language

Broadly speaking, students may focus on two areas in a category 3 EE, or a combination of both:

(i) Language in a cultural context: Here, students have the opportunity to explore how language develops in specific cultural contexts, how it impacts on the world, and the ways in which language shapes both individual and group identity.

(ii) Language and mass communication: Here, students are able to consider the way language is used in the media, and may address how the production and reception of texts is influenced by the medium in which they are written.

## 8. Course structure and planning

The Language and Literature course consists of four parts at both SL and HL (see Appendix 1 for details of each part):

Syllabus Component	Teaching Hours	
	SL	HL
Part 1: Language in cultural context	40	60
Part 2: Language and mass communication	40	60

Part 3: Literature—texts and contexts	40	70
Part 4: Literature—critical study	30	50
<b>Total teaching hours</b>	<b>150</b>	<b>240</b>

The content of the course is delivered through exposure to, discussion and study of a wide range of visual and written texts, through class lectures, oral presentations and collaborative projects.

Through the study of literary and non-literary texts, Language and Literature seeks to promote an awareness of a variety of social and cultural issues across the continents and in different time periods. Students gain the opportunity to reflect on the human condition and become exposed to multiple perspectives and cultural diversities.

All four assessment objectives listed in 2 above are addressed in all four parts of the course and every part of the course may lead to various assessment components as follows:

<b>Part</b>	<b>Assessment component</b>	<b>Skills Assessed</b>
Part 1: Language in Cultural Context Part 2: Language and Mass Communication	Paper 1: Textual Analysis (SL) Paper 1: Comparative Textual Analysis (HL) Written Task 1 or 2 (HL only) Further Oral Activity	Knowledge and understanding Application and analysis Synthesis and evaluation
Part 3: Literature—texts and contexts	Paper 2: Essay Written Task 1 or 2 (HL only)	Selection and use of appropriate presentation and language skills
Part 4: Literature—critical study	Individual Oral Commentary Written Task	

Throughout the course, students are expected to engage in weekly readings and writing assignments.

## 9. Assessment

In the Language and Literature course, students are assessed regularly through weekly homework assignments, in-class exams, and individual and group oral

presentations, which lead to a grade for each of the three terms of each year. During their IB1 and IB2 years, they take a midterm exam, while at the completion of IB1, they take a final exam.

There are two types of assessment used by the IBO, external and internal. In the Language and Literature course, Paper 1, Paper 2, and the written task(s) are assessed externally, while the Individual Oral Commentary and the Further Oral Activity are internally assessed by the teacher and externally moderated by the IB at the end of the course (see Appendix 2 for assessment details).

The Language and Literature grade descriptors are the following:

### **Grade 7**

Demonstrates excellent understanding and appreciation of the interplay between form and content in regard to the question or task; responses that may be convincing, detailed, independent in analysis, synthesis and evaluation; highly developed levels of expression, both orally and in writing; very good degree of accuracy and clarity; very good awareness of context and appreciation of the effect on the audience/reader; very effective structure with relevant textual detail to support a critical engagement with the thoughts and feelings expressed in the work(s).

### **Grade 6**

Demonstrates very good understanding and appreciation of the interplay between form and content in regard to the question or task; responses that are, mainly, convincing, as well as detailed and independent to some degree, in analysis, synthesis and evaluation; well-developed levels of expression, both orally and in writing; good degree of accuracy and clarity; good awareness of context and appreciation of the effect on the audience/reader; effective structure with relevant textual detail to support a critical engagement with the thoughts and feelings expressed in the work(s).

### **Grade 5**

Demonstrates good understanding and appreciation of the interplay between form and content in regard to the question or task; responses that offer generally considered and valid analysis, synthesis and / or evaluation; good levels of expression, both orally and in writing; adequate degree of accuracy and clarity; awareness of context and appreciation of the effect on the audience/reader; clear structure with relevant textual detail to support an engagement with the thoughts and feelings expressed in the work(s).

### **Grade 4**

Demonstrates adequate knowledge and understanding of the question or task; responses that are generally valid in analysis and / or synthesis; satisfactory powers of expression, both orally and in writing; only some lapses in accuracy and clarity; some awareness of context and appreciation of the effect on the audience/ reader; a basic structure within which the thoughts and feelings of the work(s) are explored.

### **Grade 3**

Demonstrates some knowledge and some understanding of the question or task; responses that are only sometimes valid and / or appropriately detailed; some appropriate powers of expression, both orally and in writing; lapses in accuracy and clarity; limited awareness of context and appreciation of the effect on the audience/reader; some evidence of a structure within which the thoughts and feelings of the work(s) are explored.

### **Grade 2**

Demonstrates superficial knowledge and understanding of the question or task; responses that are of generally limited validity; limited powers of expression, both orally and in writing; significant lapses in accuracy and clarity; little awareness of context and appreciation of the effect on the audience/reader; rudimentary structure within which the thoughts and feelings of the work(s) are explored.

### **Grade 1**

Demonstrates very rudimentary knowledge and understanding of the question or task; responses that are of very limited validity; very limited powers of expression, both orally and in writing; widespread lapses in accuracy and clarity; no awareness of context and appreciation of the effect on the audience/reader; very rudimentary structure within which the thoughts and feelings of the work(s) are explored.

## **10. Academic Honesty**

Academic honesty in the Diploma Programme is a set of values and behaviors informed by the attributes of the learner profile. In teaching, learning and assessment, academic honesty serves to promote personal integrity, engender respect for the integrity of others and their work, and ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies.

All coursework—including work submitted for assessment—is to be authentic, based on the student’s individual and original ideas with the ideas and work of others fully acknowledge.

**Language A: language and literature** instructors abide by the Anatolia College IBDP Academic Integrity Policy.

## Appendix 1: Syllabus details

### Part 1: Language in cultural context

In this part of the course students are given the opportunity to explore how language develops in specific cultural contexts, how it impacts on the world, and how language shapes both individual and group identity.

Students studying this part of the course should pay particular attention to the role of language in relation to the many areas involved in the construction of meaning and understanding of particular issues in the world.

The study of language in cultural context aims to enable students to meet the following learning outcomes.

- Analyse how audience and purpose affect the structure and content of texts.
- Analyse the impact of language changes.
- Demonstrate an awareness of how language and meaning are shaped by culture and context.

### Part 2: Language and mass communication

In part 2 students consider the way language is used in the media. Mass media include newspapers, magazines, the internet (for example, social networking), mobile telephony, radio and film. This section also addresses the issue of how the production and reception of texts is influenced by the medium through which they are delivered.

The study of language and mass communication means that students will be able to meet the following learning outcomes.

- Examine different forms of communication within the media. Areas to be considered could
- Show an awareness of the potential for educational, political or ideological influence of the media.
- Show the way mass media use language and image to inform, persuade or entertain.

### Part 3: Literature—texts and contexts

Meaning in a text is shaped by culture and by the contexts of the circumstances of its production. It is also shaped by what the reader brings to it. Literary texts are not created in a vacuum but are influenced by social context, cultural heritage and historical change. Through the close reading of literary texts, students are able to consider the relationship between literature and issues at large, such as gender, power and identity. Students should be encouraged to consider how texts build upon and transform the inherited literary and cultural traditions. The compulsory study of translated texts encourages students to reflect on their own cultural assumptions through an examination of work produced in other languages and cultures.

The study of literature—texts and contexts means that students will be able to meet the following learning outcomes:

- Consider the changing historical, cultural and social contexts in which particular texts are written and received.
- Demonstrate how the formal elements of the text, genre and structure can not only be seen to influence meaning but can also be influenced by context.

- Understand the attitudes and values expressed by literary texts and their impact on readers.

#### **Part 4: Literature—critical study**

Close reading is considered to be a core skill in the understanding and interpretation of literature. By looking closely at the detail of literary texts, students develop awareness of their rich complexities and the intricacies of their construction.

The study of literature—critical study means that students will be able to meet the following learning outcomes.

- Explore literary works in detail.
- Analyse elements such as theme and the ethical stance or moral values of literary texts.
- Understand and make appropriate use of literary terms.

## Appendix 2: Assessment details

### Assessment outline—SL

Assessment Component	Weighting
<p><b>External assessment (3 hours)</b></p> <p><b>Paper 1: Textual analysis (1 hour 30 minutes)</b> The paper consists of two unseen texts. Students write an analysis of one of these texts. (20 marks)</p> <p><b>Paper 2: Essay (1 hour 30 minutes)</b> In response to one of six questions students write an essay based on both the literary texts studied in part 3. The questions are the same at HL but the assessment criteria are different. (25 marks)</p> <p><b>Written task</b> Students produce at least three written tasks based on material studied in the course. Students submit one written task for external assessment. (20 marks) This task must be 800–1,000 words in length plus a rationale of 200–300 words.</p>	<p>70%</p> <p>25%</p> <p>25%</p> <p>20%</p>
<p><b>Internal assessment</b> This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p><b>Individual oral commentary</b> Students comment on an extract from a literary text studied in part 4 of the course. (30 marks) Students are given two guiding questions.</p> <p><b>Further oral activity</b> Students complete at least two further oral activities, one based on part 1 and one based on part 2 of the course. The mark of one further oral activity is submitted for final assessment. (30 marks)</p>	<p>30%</p> <p>15%</p> <p>15%</p>

### Assessment outline—HL

Assessment Component	Weighting
<p><b>External assessment (4 hours)</b></p> <p><b>Paper 1: Comparative textual analysis (2 hours)</b> The paper consists of two pairs of unseen texts. Students write a comparative analysis of one pair of texts. (20 marks)</p> <p><b>Paper 2: Essay (2 hours)</b> In response to one of six questions students write an essay based on both</p>	<p>70%</p> <p>25%</p> <p>25%</p>

<p>the literary texts studied in part 3. The questions are the same at HL but the assessment criteria are different. (25 marks)</p> <p><b>Written task</b>  Students produce at least four written tasks based on material studied in the course.  Students submit two of these tasks for external assessment. (20 marks for each task).  One of the tasks submitted must be a critical response to one of the prescribed questions for the HL additional study.  This task must be 800–1,000 words in length; task 1 should be accompanied by a rationale of 200–300 words, while task 2 should be accompanied by a short outline.</p>	<p><b>20%</b></p>
<p><b>Internal assessment</b>  This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p><b>Individual oral commentary</b>  Students comment on an extract from a literary text studied in part 4 of the course. (30 marks)  Students are given two guiding questions.</p> <p><b>Further oral activity</b>  Students complete at least two further oral activities, one based on part 1 and one based on part 2 of the course.  The mark of one further oral activity is submitted for final assessment. (30 marks)</p>	<p><b>30%</b></p> <p><b>15%</b></p> <p><b>15%</b></p>