

Language A - Modern Greek: Language and Literature

Nature of the Subject

In this course, students study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to study in the course are meant to be wide ranging and can include literary theory, sociolinguistics, media studies and critical discourse analysis among others.

Distinction between Higher and Standard Level:

SL students are required to study four literary works and a number of non-literary texts that is equivalent in teaching and learning time, whereas HL students are required to study six literary works and a number of non-literary texts that is equivalent in teaching and learning time. In paper 1, both SL and HL students are presented with two previously unseen non-literary extracts or texts from different text types, each accompanied by a guiding question. SL students are required to write a guided analysis of one of these, while HL students must write guided analyses of both non-literary extracts or texts. In addition, HL students will have a fourth assessment component, the higher level (HL) essay, a written coursework task that requires students to explore a line of inquiry in relation to a studied non-literary text or texts, or a literary text or work.

Syllabus outline

The study of language, literature and performance, and the development of the relevant skills, is divided into three areas of exploration—the exploration of the nature of the interactions between readers, writers and texts; the exploration of how texts interact with time and space and the exploration of intertextuality and how texts connect with each other. Concepts are also vital in studies in language and literature courses since they help to organize and guide the study of texts across the three areas of exploration: identity, culture, creativity, communication, perspective, transformation, representation.

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. While it is recommended that students have had experience of writing critical essays about texts, not having done so should not exclude them from studies in language and literature.

Assessment Objectives

Students should be able to know, understand and interpret a range of texts, works and/or performances, their meanings and implications, the contexts in which texts are written and/or received, the elements of literary, stylistic, rhetorical, visual and/or performance craft and the features of particular text types and literary forms. They should also be eligible to analyze and evaluate the ways in which the use of language creates meaning, the uses and effects of literary,

stylistic, rhetorical, visual or theatrical techniques, the relationships among different texts and the ways in which texts may offer perspectives on human concerns. Furthermore, students will be able to communicate ideas in clear, logical and persuasive ways in a range of styles.

Teaching Approach

Students are encouraged to engage with a diverse array of texts across various media, forms, periods, styles, and cultures. This exposure lays the foundation for the development of essential skills in listening, speaking, reading, writing, viewing, presenting, and performing. The curriculum focuses on interpretative, analytical, and evaluative skills, fostering an in-depth understanding of the formal and aesthetic qualities inherent in texts. Furthermore, students are guided to recognize and comprehend the intricate relationships between texts, exploring various perspectives, cultural contexts, and local and global issues.

Why students might choose this subject

Students will learn about the complex and dynamic nature of language and explore both its practical and aesthetic dimensions. They will explore the crucial role language plays in communication, reflecting experience and shaping the world. Students will also learn about their own roles as producers of language and develop their productive skills. Throughout the course, students will explore the various ways in which language choices, text types, literary forms and contextual elements all effect meaning. Through close analysis of various text types and literary forms, students will consider their own interpretations, as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems and to negotiate meanings for texts. Students will engage in activities that involve them in the process of production and help shape their critical awareness of how texts and their associated visual and audio elements work together to influence the audience/reader. With its focus on a wide variety of communicative acts, the course is meant to develop sensitivity to the foundational nature, and pervasive influence, of language in the world at large. This course is also a requirement in order for the students to obtain the greek diploma (απολυτήριο).

Course Assessment

There are two types of assessment identified by the IB. Formative assessment informs both teaching and learning. It is concerned with providing accurate and helpful feedback to students and teachers on the kind of learning taking place and the nature of students' strengths and weaknesses

in order to help develop students' understanding and capabilities. Formative assessment can also help to improve teaching quality, as it can provide information to monitor progress towards meeting the course aims and objectives. Summative assessment gives an overview of previous learning and is concerned with measuring student achievement. The **final Diploma grade** in the subject is determined by 3 assessment components, Paper 1, Paper 2, Internal Assessment.

1. Internal assessment:

This component consists of an individual oral which is internally assessed by the teacher and externally moderated by the IB at the end of the course. Supported by an extract from one non-literary text and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: Examine the ways in which the global issue of your choice is presented through the content and form of two of the texts that you have studied.

2. External assessment: Written examinations

Paper 1 consists of two non-literary passages, from two different text types, each accompanied by a question. Students choose one passage and write an analysis of it. Paper 2 consists of four general questions. In response to one question students write a comparative essay based on two works studied in the course.