



## COURSE OUTLINE – DP LANGUAGE & LITERATURE

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### Course Description:

English A: Language and Literature is a two-year course that focuses on the study and appreciation of language and literature across our culture and the cultures of other societies. Parts 1 and 2 are intended to broaden the students' perspectives and develop their skills in analysis and language production through the study of a wide range of text-types. Students are given opportunities to explore how language develops in specific cultural contexts, how it affects the world and how it shapes both individual and group identity. Students are also asked to consider the way language is used in the media and address the issue of how the production and reception of texts is influenced by the medium in which they are delivered. Parts 3 and 4 focus on the detailed study of literature. Students are asked to consider the changing historical, cultural and social contexts in which particular texts are written and received, to demonstrate how form, structure and style influence both meaning and context and to understand the attitudes and values expressed by texts and their impact on readers.

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### Assessment Objectives:

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

#### 1. Knowledge and understanding

- Demonstrate knowledge and understanding of a range of texts
- Demonstrate an understanding of the use of language, structure, technique and style
- Demonstrate a critical understanding of the various ways in which the reader constructs meaning and of how context influences this constructed meaning
- Demonstrate an understanding of how different perspectives influence the reading of a text

#### 2. Application and analysis

- Demonstrate an ability to choose a text type appropriate to the purpose required
- Demonstrate an ability to use terminology relevant to the various text types studied
- Demonstrate an ability to analyse the effects of language, structure, technique and style on the reader
- Demonstrate an awareness of the ways in which the production and reception of texts contribute to their meanings
- Demonstrate an ability to substantiate and justify ideas with relevant examples

#### 3. Synthesis and evaluation

- Demonstrate an ability to compare and contrast the formal elements, content and context of texts
- Discuss the different ways in which language and image may be used in a range of texts
- Demonstrate an ability to evaluate conflicting viewpoints within and about a text

*At HL only:*

- Produce a critical response evaluating some aspects of text, context and meaning

#### 4. Selection and use of appropriate presentation and language skills

- Demonstrate an ability to express ideas clearly and with fluency in both written and oral communication
- Demonstrate an ability to use the oral and written forms of the language, in a range of styles, registers and situations
- Demonstrate an ability to discuss and analyse texts in a focused and logical manner

*At HL only:*

- Demonstrate an ability to write a balanced, comparative analysis



## Course Syllabus, Assessment Overview & Timeline

The English A1 (HL) syllabus is divided into four compulsory parts. Below is a sampling of the texts used. Texts are subject to change.

Parts	Text		IB Assessments
<p><b>Part I: Language in cultural context</b> In this part of the course students are given the opportunity to explore how language develops in specific cultural contexts, how it impacts the world and how language shapes both individual and group identity.</p>	<p>Documentary</p> <p>Internet</p> <p>Allison, Rob, Brian Chanen</p>	<p>Essays <u>1984</u></p> <p>Control Room</p> <p>Web Sites</p> <p>Blogs</p> <p>Legal Documents</p> <p>Propaganda</p> <p><u>English A: Language and Literature, Course Companion</u></p>	<p><b>Oral Activity 1- last 2 weeks of November</b></p> <p><b>Written Task 1- end of February</b></p>
<p><b>Part II: Language and Mass Communication</b> In part 2 students consider the way language is used in the media. Mass media include newspapers, magazines, the Internet (i.e. 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.</p>	<p>Huxely, Aldous</p> <p>Allison, Rob, Brian Chanen</p> <p>O'Brien, Susie, Imre Szeman</p>	<p>Advertising</p> <p>Newspaper articles</p> <p>Opinion pieces</p> <p>TV shows</p> <p>Mobile media</p> <p><u>Brave New World</u></p> <p><u>English A: Language and Literature, Course Companion</u></p> <p><u>Popular Culture: A User's Guide</u></p>	<p><b>Oral Activity 2 – April</b></p> <p><b>Written Task 2 - middle of May</b></p> <p><b>Oral Activity: 15%</b></p> <p><b>Written Tasks: 20%</b></p>



<b>Course Syllabus, Assessment Overview &amp; Timeline cont.</b>		
<p><b>Part III: Literature Texts &amp; Contexts</b></p> <p>In part 3, students consider the changing historical, cultural and social contexts in which particular texts are written and received. This section also explores 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. Also, students will examine and understand the attitudes and values expressed by literary texts and their impact on readers.</p>	<p>Three texts, one of which is a text in translation chosen from the Prescribed Literature in Translation (PLT), one from the Prescribed List of Authors (PLA) for the Language A studied. The other may be freely chosen.</p> <ul style="list-style-type: none"> <li>• Life of Pi (Yann Martel)</li> <li>• Persepolis (Marjane Satrapi)</li> <li>• The Penelopiad (Margaret Atwood)</li> </ul>	<p><b>May 2016 Examination Session (External Assessment)</b></p> <p><b>Paper 1 (25%): Comparative Textual Analysis (Unseen Passages) based on both years of the course. (2 hours)</b></p> <p><b>Paper 2 (25%): Essay (based on Part 3 texts)</b></p> <p><b>Students select one of six questions on which to write their essay.</b></p>
<p><b>Part IV: Literature Critical Study</b></p> <p>Part 4 encompasses the importance of close skills to the interpretation and understanding of a text. During this section of the course, students will explore 2(SL) and 3(HL) literary works in detail, examining various meanings of a text and responding to items such as language, characterization, and structures. Further, students analyze themes, ethics, and moral values of literary characters, as well as understand and make appropriate literary terms such as imagery, persona, tone, metaphor and irony.</p>	<p>Part 4: Literature Critical Study three texts all chosen from the Prescribed List of Authors (PLA) for the Language A studied:</p> <ul style="list-style-type: none"> <li>• The Great Gatsby (F. Scott Fitzgerald)</li> <li>• Macbeth (William Shakespeare)</li> <li>• Death of a Salesman (Arthur Miller)</li> </ul>	<p><b>Written Task 1 (10%): A Creative Approach (800-1000 words) with a 200-300 word rationale to support. *you will write one for each reading and in the spring choose ONE to submit to IB</b></p> <p><b>Written Task 2 (HL only) (10%): A Formal Essay; this is a critical response to one of six prescribed questions (800-1000 words)—no rationale needed. *you will write one for each reading and in the spring choose ONE to submit to IB</b></p> <p><b>Individual Oral Commentary (15%)*The orals will take place before the winter holiday at the end of the Part 4 section of the course.</b></p>

IB assessments are comprised of a combination of internal and external assessments (see table above).



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## **Grade Descriptors:**

### **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).

\*Demonstrates refined appreciation of literary style and a full engagement with the act of transforming literature into performance; the personal qualities necessary to work with others in a purposeful and effective manner.

### **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).

\*Demonstrates clear appreciation of literary style and a solid engagement with the act of transforming literature into performance; willingness to work with others in a constructive manner.

### **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).

\*Demonstrates an appreciation of literary style and an engagement with the act of transforming literature into performance; recognisable involvement to work with others in a cooperative manner.

### **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.

\*Demonstrates some appreciation of literary style and some commitment in the act of transforming literature into performance; an acceptance of the need to work with others.

### **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.

\*Demonstrates little appreciation of literary style and modest commitment to the act of transforming literature into performance; little apparent attempt to work with others effectively.

### **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.

\*Demonstrates very little appreciation of literary style and little commitment to the act of transforming literature into performance; sparse evidence of involvement in working with others effectively.

### **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.

\*Demonstrates very little appreciation of literary style and negligible involvement with the act of transforming literature into performance; inability to work with others.

\* Applies to literature and performance only





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### **BC Ministry Requirements:**

In line with the philosophy of the IB Diploma Programme, students will be assessed against the course objectives at their current level of achievement on the 7-point scale throughout the course. As required by the Ministry of Education, students will also be given a percentage converted from the IB level that reflects their achievement in relation to the corresponding BC Curriculum course.

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### **Approaches to Learning (ATL)**

Approaches to learning across the Diploma Programme refer to deliberate strategies, skills and attitudes which are intrinsically linked with the learner profile attributes, enhance student learning and assist student preparation for the Diploma Programme assessment and beyond.

The five approaches to learning categories in the DP are:

- thinking skills
- social skills
- communication skills
- self-management skills
- research skills

Development of these skills are key to success in the Diploma Programme and will be formally and informally taught and assessed.

### **Academic Honesty and Personal Integrity**

The faculty at Carson Graham expects our students to complete academic and nonacademic work that is authentic and respectful of intellectual property. As diploma candidates, you are expected to adhere to the school's Policy for Academic Integrity, and also to the principles and practices set out in the IB document, Diploma Programme: Academic Honesty, 2011. Ignorance of the standards related to academic honesty and student integrity is not an excuse for dishonesty, plagiarism and malpractice. You are expected to familiarize yourself with the policy.

<http://www.sd44.ca/school/carson/Documents/Carson%20Graham%20Policy%20for%20Academic%20Honesty%20June%202015.pdf>

