

Diploma Programme

Language A Literature

Curriculum review report – update on progress

November 2009



This report provides an overview of the revised Language A1 course, now re-named Language A Literature, and gives information about the syllabus and assessment for the new course, including some extracts from the draft guide.

The changes to the Language A1 course are the result of internal decisions informed by a series of meetings with teachers, examiners and consultants. Schools have also been consulted through questionnaires and the responses to these have been given careful consideration by participants in the meetings. Decisions taken throughout this process also reflect the need to ensure that the new course remains relevant throughout the next curriculum review cycle.

The first teaching year for the new course will be 2011 for May session schools and 2012 for November session schools.

Syllabus outline

Syllabus component	Teaching hours	
	SL	HL
<p>Part 1: Works in translation SL 2 works HL 3 works</p> <p>All works chosen from the titles in the prescribed literature in translation list (PLT)</p>	40	65
<p>Part 2: Detailed study SL 2 works HL 3 works</p> <p>All works chosen from the prescribed book list for the language being studied (PBL), each of a different genre</p>	40	65
<p>Part 3: Literary genres SL 3 works HL 4 works</p> <p>All works chosen from the prescribed book list for the language being studied (PBL), chosen from the same genre</p>	40	65
<p>Part 4: Options SL 3 works HL 3 works</p> <p>Works freely chosen in any combination of PBL language and of literature in translation</p>	30	45
Total teaching hours	150	240

Syllabus content

Part 1: Works in translation

Number of works: SL 2, HL 3 All works must be chosen from the Prescribed Literature in Translation List (PLT) *All works studied in Part 1 must feature as part of the teaching.*

This part of the course is a literary study of works in translation, based on close reading of the works themselves. Through that study students are encouraged to appreciate different perspectives of people from other cultures and to consider the role that culture plays in making sense of literary works.

In addition, this section aims to deepen the student's understanding of works as being products of a time and place. Artistic, philosophical, sociological, historical and biographical considerations are some suggested areas of study to enhance understanding of the works.

In this section, teachers should aim to develop the student's ability to:

- Understand the content of the work and the qualities of the work as literature
- Recognise the role played by context and conventions in literary works
- Respond independently to the works studied by connecting the individual and cultural experience of the reader with the text

Part 2: Detailed study

Number of works: SL 2, HL 3 All works must be chosen from the Prescribed Book List (PBL), each work being from a different literary genre. At HL one of the genre **must be** poetry. *All works studied in Part 2 must feature as part of the teaching.*

In Part 2, the focus is on detailed analysis of a work, both in terms of content and technique. It is in this section that students study some of the most important works in the major genres of their respective Languages A. The detailed study is best achieved through approaches which ensure close reading and in-depth analysis of the significant elements of the works involved.

In this section, teachers should aim to develop the student's ability to:

- Demonstrate appropriate analytical response to specific genres
- Understand and make appropriate use of terms appropriate to literary study (for example, persona, point of view, metaphor and irony).
- Show how particular effects are achieved through language use and analyse elements such as character, theme and setting
- Engage with the details of works in order to develop a considered and informed response.

Part 3: Literary genres

Number of works studied: SL 3, HL 4 All works must be chosen from the **same** literary genre of the Prescribed Book List (PBL)

All works studied in Part 3 must feature as part of the teaching.

In Part 3, a group of works selected from the same literary genre is studied in depth. Each genre has recognisable techniques which we refer to as literary conventions and writers use these conventions, along with other literary features, in order to achieve particular artistic ends. The grouping of works by genre is intended to provide a framework for the comparative study of the

selected works through an exploration of the literary conventions and features associated with that genre.

In this section, teachers should aim to develop the student's ability to:

- Acquire a clear sense of the conventions of the selected genre
- Understand the ways in which content is delivered through the conventions of the selected genre
- Compare the similarities and differences between the chosen works

Part 4: Options

Number of works: SL 3, HL 3 Works are freely chosen by the teacher. *All works studied in Part 4 must feature as part of the teaching.*

This part of the programme is designed to give teachers an opportunity to include in their courses works which reflect their particular interest or in some cases which meet specific needs of their students. All works may be chosen freely and any combination of works may be used, either in the Language A or in translation.

Following are four available options for studying this part of the syllabus. For all choices the assessment task is the same and students will be rewarded for their literary understanding as well as for an effective oral presentation. The intention in providing options is to enable teachers to freely choose their approach, in keeping with the aims and objectives of the course, whilst offering suggestions for the types of choices that are suitable for literary study at this level.

All options have learning and teaching aims in common. To assist in teaching specific units, additional aims are given for some options. In this section, teachers should aim to develop the student's ability to meet the following learning outcomes:

- Develop knowledge and understanding of the works studied
- Present an individual, independent response to works studied
- Develop powers of expression through oral presentation
- Learn how to interest and hold the attention of an audience

Option 1: School based choice

This option provides teachers with the opportunity to choose the approach that best suits their own interests and backgrounds, as well as those of their students.

The free choice option may also be dictated by circumstances that apply to specific regions or countries. Such circumstances may be a study of works in a particular genre or period or from particular countries to balance choices elsewhere in the programme, or a selection of texts which fulfill local or national requirements.

Option 2: The Study of Prose other than Fiction leading to various forms of student writing

This option will acquaint students with various forms of writing which fall outside the realm of such fictional forms as novels or short stories. 'Prose other than fiction' may include travel writing, autobiography, letters, essays, speeches, or more contemporary experiments in "creative non-fiction."

The intent is to study such types in terms of both form and content. The further goal is a sufficient grasp of the techniques that will enable the students to develop their own explorations of these forms through personal writing.

In this option students will develop the ability to:

- To understand the conventions of prose other than fiction through writing
- Develop detailed study of effective authorial choices in these forms
- Extend the range of appropriate critical terminology for these forms
- Explore the cultural contexts of the works studied
- Practice and produce writing in these forms
- To use a critique of their own writing as the basis for their oral presentation

Option 3: New textualities

This option provides an opportunity for students to study rapidly evolving text forms. Examples of such text forms are: graphic novels, hyper-text narratives, and fan fiction which blend media and defy easy categorisation. The following guidelines apply to the choice of such materials; all of the materials should be original texts, not adaptations of previous literary texts; all of the choices should have some evident aesthetic/intellectual merit

In this option students will develop the ability to:

- Appreciate new textualities within a critical framework
- Explore the relation of these forms to conventional written texts
- Explore the relevance of these forms to the larger context of changing modes of literacy

Option 4: Literature and film

In this option the three works at the centre of the study must be printed works and the study will focus on adaptation, re-mediation, comparative narrative strategies, or skills of reading and viewing. That is, it is not a media study unit. Additional guidance on visual texts is given in this guide.

The study of the adaptation of a literary work into a movie increases understanding of how literature and film work in their respective ways. Students are exposed to moving images at every stage of their lives and this option can serve to merge their often uncritical experience of watching films and television inside or outside of the classroom, with a deeper reflection based on reading literature learned in school.

In this option students will develop the ability to:

- Develop the ability to compare films and their literary roots from a critical perspective
- Analyse the reasons for the choices made in adapting a film from a literary work
- Develop an understanding of how characters evolve in a specific time and space
- Understand the use of symbolism and how it can be translated from one medium to another.
- Understand and evaluate the importance of elements such as music, sound and inserts in films

Assessment overview for SL (including self taught) and HL

Standard Level –assessment component and weighting		Higher Level –assessment component and weighting	
<p>Paper 1: Literary analysis (1 ½ hours) Literary analysis of one unseen text in response to guided questions</p> <p>Paper 2: Essay (1 ½ hours) An essay based on at least two works studied in part 3</p> <p>Written assignment A reflective statement and literary essay on one part 1 work Reflective statement 300-400 words Essay 1200-1500 words</p>	<p>20%</p> <p>25%</p> <p>25%</p>	<p>Paper 1: Literary analysis: unseen commentary (2 hours) Literary analysis of one unseen text</p> <p>Paper 2: Essay (2 hours) An essay based on at least two works studied in part 3</p> <p>Written assignment A reflective statement and literary essay on one part 1 work Reflective statement 300-400 words Essay 1200-1500 words</p>	<p>20%</p> <p>25%</p> <p>25%</p>
<p>Internal assessment Individual oral commentary : 10 minutes Formal oral commentary and questions</p> <p>Individual oral presentation 10-15 minutes Internally assessed and moderated through the part 2 internal assessment task</p> <p>For self taught students: Alternative oral commentary: Two compulsory oral activities to be externally assessed by the IB</p> <p><u>Section 1:</u> Individual oral commentary (10-15 minutes)</p> <p><u>Section 2:</u> Individual oral presentation 10 minutes</p>	<p>15%</p> <p>15%</p> <p>30%</p> <p>15%</p> <p>15%</p>	<p>Internal assessment Individual oral commentary and interview 20 minutes Formal oral commentary on poetry with subsequent questions (10 minutes) followed by an interview based on one of the other works (10 minutes)</p> <p>Individual oral presentation 10-15 minutes Internally assessed and moderated through the part 2 Internal assessment task</p>	<p>15%</p> <p>15%</p>

External Assessment details SL

Paper 1 Literary analysis SL

Duration: 1 hour 30 minutes

Weighting: 20%

Paper 1 will contain two unseen passages for literary analysis, of which students select one. The passages will be taken from works such as a novel or short story an essay a biography a journalistic piece of writing of literary merit or a poem.

Two guiding questions will accompany the extract, one on understanding and interpretation, and the other on style. Students will be required to respond to both questions and the format of their answers will be in two sections, question (a) and question (b). All answers should be in continuous prose with attention paid to accuracy of expression and coherence of ideas; the assessment criteria for this component will help teachers in this area.

Paper 2 essay

Duration: 1 hour 30 minutes

Weighting: 25%

- Paper 2 will contain three essay questions for each literary genre represented on the PBL of the language of the examination. Students answer **one** essay question only.
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- The essay will be written under examination conditions, without access to the studied texts. The focus of the questions will direct students to compare the ways in which content is delivered through the conventions of the selected genre. Each question will require students to compare the similarities and differences between at least two of the works studied in part 3 of the course.

Written assignment based on a work in translation

An analytical essay with reflective statement, undertaken during the course and externally assessed

Weighting: 25%

With the goal of producing well-informed essay, both in terms of literary analysis and a strong, if often implicit, sense of the context of the works studied, the process is broken into four stages

Stage 1: The interactive oral

The interactive oral is a focused class discussion, led by students and in which all students and the teacher participate. The discussions should address the following cultural and contextual considerations:

- In what ways do time and place matter to this work?
- What was easy to understand and what was difficult in relation to social and cultural context and issues?
- What connections did you find between issues in the work and your own culture and experience?
- What aspects of technique are interesting in the work?

Each student should be responsible for initiating an aspect of the discussion in at least one of the interactive orals and at least one oral must be completed in relation to each work studied in part 1.

A required minimum time for discussion of each work is 30 minutes. Class size may require that more than one oral be done on each work in order to give every student an active role.

Stage 2: The reflective statement

Each student will be asked to reflect on each of the interactive orals in a short writing exercise that must be kept on file in the school. This piece of writing is termed the **reflective statement**. The relevant reflective statement will be submitted with their completed assignment.

The statement should be based on the questions listed below. Question 1 is required and questions 2 and 3 are optional:

1. What elements of the role played by context were illuminated or developed for you?
2. What aspects of the discussion most interested you?
3. What new angles on the work did the discussion provoke for you?

The required length of the reflective statement is 300-400 words and it will be assessed by criterion A of the marking criteria for the written assignment. The reflective statement that is sent with the assignment must be on the work used but does not necessarily have to be explicitly connected to the topic.

Stage 3: Developing the topic-Supervised writing

The final goal of this stage of the process is to assist students in producing good essays with appropriate topics. To this end students will be required to respond to each of the works studied in a preliminary written exercise undertaken during class time.

Teachers need to provide three or four prompts for each work studied at the beginning of the designated lesson. It is essential that students are not given the prompts beforehand. These prompts are designed to encourage independent critical writing and stimulate thinking about the assignment topic. The prompts may be selected from the list below, from those given in the teacher support material, or teachers may devise their own.

One piece of writing produced during class time is required for each work studied (SL 2, HL 3). The recommended time for each piece of writing is 40-50 minutes. At the end of the lesson the writing must be handed to the teacher and kept on file until the end of the examination session.

The students must choose one of their pieces of supervised writing and develop that into an essay. The writing in its original form will be sent to the examiner, along with the completed essay. It will be used as a reference by the examiner but it will not be assigned a mark. Other supervised writing will be kept on file at the school.

The following are examples of prompts that could be used for the supervised writing. Teachers are also encouraged to construct prompts appropriate to specific works, but which leave ample opportunity for students to express their own responses to the works.

Examples of prompts for the supervised writing:

- What is the impact on the work of a major choice and/or decision made by characters?
- Are different voices used to express thoughts and feelings in the poems of X? What effect do these have on your responses to the poems?
- Do you think there are some characters in the work whose chief role is to convey cultural values?

Stage 4: Production of the written assignment

Each student will produce a 1200-1500 word essay on a literary aspect of one work, developed from one of the pieces of supervised writing.

Working from the selected piece of supervised writing teachers should provide some guidance to the students about the development of the assignment topic. It is the teacher's responsibility to ensure that this topic is suitable to the length and the focus of the task.

The teacher should look only at a single draft of the assignment and make a general evaluation of its potential. This may take the form of a conversation and/or a written response on a piece of paper separate from the draft assignment.

From there, the student will complete the written assignment on his or her own and submit it for external assessment. When submitted, it will be accompanied by the appropriate **reflective statement** and **piece of supervised writing**. The required length of the assignment is 300-400 words for the reflective statement and 1200-1500 words for the essay.

External assessment details—SL Self-taught Students

Please refer to Assessment Outline for Standard Level (SL) Self-taught Students.

All assessment tasks for self-taught students are externally assessed. Paper 1 and Paper 2 are the same as for taught students and the weightings for each component and assessment criteria are also the same. The alternative oral examination is also assessed externally.

Outline of the alternative oral examination.

Section 1

A 10 minute individual oral commentary on a passage from one of the part 2 works. The commentary is based on a passage chosen by the student and on one out of two questions on the oral examination paper.

Section 2

A 10-15 minute individual oral presentation on two part 4 works, prepared in advance by the student and recorded as part of the alternative oral examination.

External assessment details—HL

Paper 1 Written Commentary

Duration: 2 hours

Weighting: 20%

Paper 1 will contain two unseen passages for literary analysis, of which students select one. One passage will be poetry; the other passage will be taken from works such as a novel or short story an essay a biography a journalistic piece of writing of literary merit or a poem.

Students will need to show an appreciation of aspects such as content, technique, style, structure, theme and language and commentaries are expected to be continuous and structured.

Paper 2 Literary essay

Duration: 2 hours

Weighting: 25%

Assessment details are the same as for SL

Written assignment based on works in translation

Weighting: 25%

Assessment details are the same as for SL

Internal assessment details

Individual Oral Commentary SL

Weighting: 15%

Duration: 10 minutes

- The individual oral commentary is a literary analysis of an extract taken from one of the works studied in Part 2 of the syllabus.
- Until the commencement of the preparation period students must not know the selection nor the Part 2 work from which the extract for the individual oral commentary will be taken.
- Each extract must be accompanied by guiding questions set by the teacher.

Individual Oral Commentary and interview HL

Weighting 15%

Duration: 20 minutes

Individual oral commentary: 10 minutes

- The individual commentary is a literary analysis of a poem, or an extract from a poem, selected by the teacher from the poetry studied in Part 2 of the syllabus.
- Students must not know on which poem, or extract from a poem, the commentary will be based until the commencement of the preparation period
- The poem must be accompanied by one or two guiding questions set by the teacher.

Interview 10: minutes

- The interview is conducted by the teacher and follows immediately after the individual oral commentary without stopping the recording.
- The work on which the interview questions are based must be one of the part 2 works that was not used for the commentary.

- The student must not know on which work the interview questions will be asked until the time of the interview (i.e. after the commentary)

Sample interview questions

- What fictional character did you find most interesting? Can you account for that effect based on some choices you see that the writer has made in constructing the character?
- How powerfully--or not--would you say the setting affected the events or action of the novel?
- Did you find the dramatist using different kinds of tension in the play in order to engage and hold the audience?
- What do you consider the strengths and weaknesses of the protagonist and what effect do you think these have on the believability of the play?
- Is there any recurring feature of X's poems that you found surprising or striking?
- Are there any two poems by X that create some interesting comparisons or juxtapositions?
- What cultural aspects of the context do you think had the strongest impact on the writer's story?
- Were there some aspects of life that you found significantly omitted in the writer's story of experience?

Overview of assessment criteria

Substantiation from works and passages is always required to demonstrate understanding and appreciation of literature. The use of supporting references is specifically rewarded in the 'Knowledge and understanding' criterion.

Paper I

There are 4 assessment criteria for SL and HL

Criterion A	Understanding and interpretation	5 marks
Criterion B	Appreciation of the ways in which the writer's choices shape meanings	5 marks
Criterion C	Organization	5 marks
Criterion D	Language	5 marks
	Total	20 marks

Paper 2

There are 5 assessment criteria for SL and HL

Criterion A	Knowledge and understanding	5 marks
Criterion B	Response to the question	5 marks
Criterion C	Appreciation of the literary conventions of the genre	5 marks
Criterion D	Organization	5 marks
Criterion E	Language	5 marks
	Total	25

Written assignment

There are 5 assessment criteria for SL and HL

Criterion A	Fulfilling the requirements of the reflective statement	3 marks
Criterion B	Knowledge and understanding	6 marks
Criterion C	Appreciation of the ways in which the writer's choices shape meanings	6 marks
Criterion D	Organization	5 marks
Criterion E	Language	5 marks
	Total	25 marks

Individual oral commentary - Standard Level

There are 4 assessment criteria for the SL individual oral commentary

Criterion A	Knowledge and understanding of passage	10 marks
Criterion B	Appreciation of the ways in which the writer's choices shape meanings	10 marks
Criterion C	Organization and presentation	5 marks
Criterion D	Language	5 marks
	Total	30 marks

Individual oral commentary and interview

There are 6 assessment criteria for the HL individual oral commentary

Criterion A	Knowledge and understanding of the poem	5 marks
Criterion B	Appreciation of the ways in which the writer's choices shape meanings	5 marks
Criterion C	Presentation of the commentary	5 marks
Criterion D	Knowledge and understanding of the work used in the interview	5 Marks
Criterion E	Response to the interview questions	5 marks
Criterion F	Language	5 marks
	Total	30 marks

Individual oral presentation

There are 3 assessment criteria for the SL individual oral commentary

Criterion A	Knowledge and understanding of the work(s)	10marks
Criterion B	Presentation	10 marks
Criterion C	Language	10marks
	Total	30 marks