

GROUP 1 – ENGLISH A: LANGUAGE AND LITERATURE

NATURE OF THE SUBJECT

The study of the texts produced in a language is central to an active engagement with language and culture and, by extension, to how we see and understand the world in which we live. A key aim of the course is to encourage students to question the meaning generated by language and texts. Helping students to focus closely on the language of the texts they study and to become aware of the role of each text's wider context in shaping its meaning is central to the course.

The language A: language and literature course aims to develop in students skills of textual analysis and the understanding that texts, both literary and non-literary, can be seen as autonomous yet simultaneously related to culturally determined reading practices.

Language A: Language and Literature Guide: First examinations 2013. Ibo.org. IBO, 2012

AIMS

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.
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SYLLABUS – OUTLINE

(The syllabus is subject to changes according to the needs and preferences of the class)

Year 1

Part 1: Language and Gender – Stereotypes and textual bias, categories and language through time
Objectives: Understanding how language contributes to the creation of categories by marking 'normality' and 'deviation from the norm'

Part 2:

The Language of Persuasion – Speeches; Propaganda; Advertising

Objectives: Define the characteristics of rhetoric and powerful speech writing; identify propaganda techniques; Understand how an advertisement works

<p>Part 4: <i>Macbeth</i>, W. Shakespeare HL only <i>Animal Farm</i>, G. Orwell <i>The Rime of the Ancient Mariner</i>, S. T. Coleridge</p>
Year 2
<p>Part 1: Language and the Individual – Bilingualism and Identity <u>Objectives</u>: Understanding how language is used to construct one’s identity and how bilingualism affects individual identities. Considering how individuals define themselves according to the practices of a community</p> <p>Part 1 and 2: Translation – Adaptation/domestication <u>Objectives</u>: How audience and purpose affect the structure and content of text; Language choices depending on cultural context (adaptation/localisation etc.); What is gained and what is lost when translating</p> <p>Part 3: Choice between <i>Do Androids Dream of Electric Sheep?</i> by P. K. Dick or short stories by W. Faulkner Short stories by N. Gordimer <i>Chronicle of a Death Foretold</i>, G. G. Marquez</p>

ASSESSMENT – OUTLINE

Assessment component	Weighing
<p>External assessment</p> <p>Paper 1 (1.30 SL; 2 h. HL) SL: commentary based on the analysis of one previously unseen text HL: commentary based on comparative analysis of two previously unseen texts</p> <p>Paper 2 (1.30 SL; 2 h. HL): essay based on the works studied, choice among 6 questions</p> <p>Written tasks SL: Students produce at least three written tasks based on material studied in the course. HL: Students produce at least four written tasks based on material studied in the course.</p>	<p>25%</p> <p>25%</p> <p>20%</p>
<p>Internal assessment</p> <p>Individual oral commentary: Students comment on an extract from a literary text studied in part 4 of the course.</p> <p>Further oral activity: Students complete at least two further oral activities, one based on part 1 and one based on part 2 of the course.</p>	<p>15%</p> <p>15%</p>