

## 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 the Individual – Language Varieties and Identity

Objectives: Understanding how language is used to construct one's identity and how individuals define themselves according to the practices of a community.

##### Part 2:

The Language of Persuasion – Speeches; Propaganda, Media Manipulation (Fake news and bias); Advertising.

Objectives: Defining the characteristics of rhetoric and powerful speech writing; identifying

<p>propaganda techniques, bias and fake news strategies; Understanding how an advertisement works</p> <p>Part 4:  <i>Macbeth</i>, W. Shakespeare HL only  Short stories by W. Faulkner  <i>The Rime of the Ancient Mariner</i>, S. T. Coleridge</p>
Year 2
<p>Part 1: Language and Gender – Stereotypes and textual bias, categories and language through time  <u>Objectives:</u> Understanding how language contributes to the creation of categories by marking ‘normality’ and ‘deviation from the norm’</p> <p>Part 1 and 2: Language and Power – The language of migration  <u>Objectives:</u> understanding how language is used to exert power and to propagate ideas and ideologies.</p> <p>Part 3:  Short stories by N. Gordimer  <i>Chronicle of a Death Foretold</i>, G. G. Marquez  A third work will be chosen with the students at the end of year one</p>

#### ASSESSMENT – OUTLINE

Assessment component	Weighing
<p><b>External assessment</b></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><b>Internal assessment</b></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>