

International Baccalaureate Diploma Programme Subject Brief

Studies in language and literature:

English A: Language and literature – Standard level

First assessments 2013 – Last assessments 2020

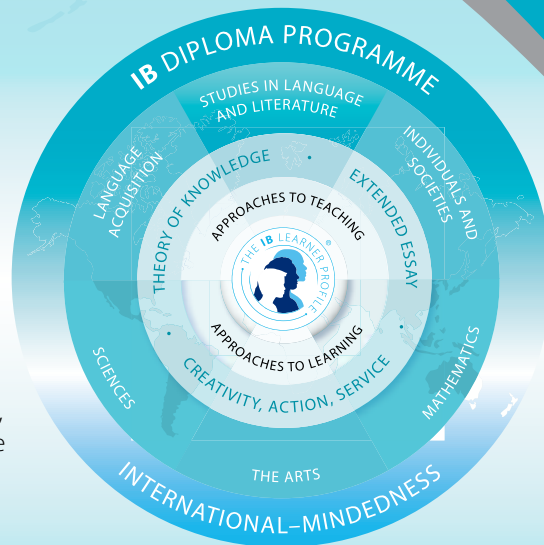
The IB Diploma Programme (DP) is a rigorous, academically challenging and balanced programme of education designed to prepare students aged 16 to 19 for success at university and life beyond. The DP aims to encourage students to be knowledgeable, inquiring, caring and compassionate, and to develop intercultural understanding, open-mindedness and the attitudes necessary to respect and evaluate a range of viewpoints.

To ensure both breadth and depth of knowledge and understanding, students must choose at least one subject from five groups: 1) their best language, 2) additional language(s), 3) social sciences, 4) experimental sciences, and 5) mathematics. Students may choose either an arts subject from group 6, or a second subject from groups 1 to 5. At least three and not more than four subjects are taken at higher level (240 recommended teaching hours), while the remaining are taken at standard level (150 recommended teaching hours). In addition, three core elements—the extended essay, theory of knowledge and creativity, action, service—are compulsory and central to the philosophy of the programme.

These IB DP subject briefs illustrate four key course components.

- I. Course description and aims
- II. Curriculum model overview

- III. Assessment model
- IV. Sample questions



I. Course description and aims

The language A: language and literature course aims to develop skills of textual analysis and the understanding that texts, both literary and non-literary, can relate to culturally determined reading practices, and to encourage students to question the meaning generated by language and texts. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception. Helping students to focus closely on the language of studied texts and to become aware of the role of wider context in shaping meaning is central to the course. The study of literature in translation from other cultures is especially important to IB DP students because it contributes to a global perspective. Texts are chosen from a variety of sources, genres and media.

The aims of language A: language and literature standard level courses are to:

- introduce students to a range of texts from different periods, styles and genres
- develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections
- develop the students' powers of expression, both in oral and written communication
- encourage students to recognize the importance of the contexts in which texts are written and received
- encourage an appreciation of the different perspectives of other

- cultures, and how these perspectives construct meaning
- encourage students to appreciate the formal, stylistic and aesthetic qualities of texts
- promote in students an enjoyment of, and lifelong interest in, language and literature
- develop in students an understanding of how language, culture and context determine the ways in which meaning is constructed in texts
- encourage students to think critically about the different interactions between text, audience and purpose.

II. Curriculum model overview

| Component | Recommended teaching hours |
|--|----------------------------|
| Part 1: Language in cultural context <ul style="list-style-type: none"> • effect of audience and purpose on the structure and content of texts • impact of language changes • effect of culture and context on language and meaning | 40 |
| Part 2: Language and mass communication <ul style="list-style-type: none"> • forms of communication within the media • educational, political or ideological influence of the media • ways in which mass media use language and image to inform, persuade or entertain | 40 |

| | |
|--|----|
| Part 3: Literature—texts and contexts <ul style="list-style-type: none"> historical, cultural and social contexts in which texts are written and received relationship between context and formal elements of the text, genre and structure attitudes and values expressed by literary texts and their impact on readers | 40 |
| Part 4: Literature—critical study <ul style="list-style-type: none"> detailed exploration of literary works elements such as theme and the ethical stance or moral values of literary texts appropriate use of literary terms | 30 |

III. Assessment model

Having followed the language and literature standard level course, students will be expected to demonstrate the following.

Knowledge and understanding

- knowledge and understanding of a range of texts
- understanding of the use of language, structure, technique and style
- critical understanding of the ways in which readers construct meaning and the influence of context
- understanding of how different perspectives influence the reading of a text

Application and analysis

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

Synthesis and evaluation

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

Selection and use of appropriate presentation and language skills

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

Assessment at a glance

| Type of assessment | Format of assessment | Time (hours) | Weighting of final grade (%) |
|----------------------------|---|--------------|------------------------------|
| External | | 3 | 70 |
| Paper 1 | Written analysis of one of two unseen texts. | 1.5 | 25 |
| Paper 2 | In response to one of six questions, an essay based on two literary texts studied. | 1.5 | 25 |
| Written Tasks | At least three written tasks based on course material, submitting one for external assessment. | | 20 |
| Internal | | | 30 |
| Individual oral commentary | An oral commentary on an extract from a literary text studied. Two guiding questions are given. | | 15 |
| Further oral activity | At least two further oral activities. The mark of one is submitted for final assessment. | | 15 |

IV. Sample questions

- Writers often use a character who is alienated from his or her culture or society in order to explore cultural or social values. Examine this idea with reference to at least two works studied.
- It has been said that history “cannot be un-lived, but if faced with courage, need not be lived again.” To what extent do at least two works studied “face” history in order to ensure that its wrongs “need not be lived again”?

About the IB: For over 40 years the IB has built a reputation for high-quality, challenging programmes of education that develop internationally minded young people who are well prepared for the challenges of life in the 21st century and able to contribute to creating a better, more peaceful world.

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To learn more about how the IB Diploma Programme prepares students for success at university, visit: www.ibo.org/recognition or email: recognition@ibo.org