

IB LANGUAGE A: LANGUAGE & LITERATURE

Entry Requirement

An IB HL student should be able to demonstrate a strong competency in English before HL can be recommended. At least a 6 in IGCSE English Literature is required, although a 7 is preferable.

Introduction

Language A: Language and Literature comprises four parts—two relate to the study of language and two to the study of literature.

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 Language A: Language and Literature course is to encourage students to question the meaning generated by language and texts, which, it can be argued, is rarely straightforward and unambiguous. 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. The course is designed to be flexible—teachers have the opportunity to construct it in a way that reflects the interests and concerns that are relevant to their students while developing in students a range of transferable skills. 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.

In view of the international nature of the IB and its commitment to intercultural understanding, the language A: Language and Literature course does not limit the study of texts to the products of one culture or of the cultures covered by any one language. The study of literature in translation from other cultures is especially important to IB Diploma Programme students because it contributes to a global perspective, thereby promoting an insight into, and understanding of, the different ways in which cultures influence and shape the experiences of life common to all humanity.

The aims of Language A: Language and Literature 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, through the study of texts, an appreciation of the different perspectives of people from 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.

Syllabus Content

Standard Level (SL)

Assessment Component Weighting

External assessment (1 hour 15 minutes)
70%

Paper 1: Textual analysis (1 hour 30 minutes)

The paper consists of two unseen non-literary passages, each a different text type.

Students write an analysis of one of these texts. (20 marks) 35%

Paper 2: Essay (1 hour 45 minutes)

The paper will require candidates to write a literary essay about two works in response to a question. Candidates must choose from one of four tasks, each of a general nature. They must compare and contrast two of the works they have studied in connection with one of these tasks. The works used to answer this paper could be works written by authors on the prescribed reading list or works freely chosen, and they could be either works studied in translation or written originally in the language studied. There will be a focus on genre so the texts used could be from any combination of literary forms. The only restriction is that no work used for a Paper 2 response can have been used in the preparation of other components (25 marks) 35%.

Internal Assessment

Individual Oral (30%)

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. It will consist of a 15-minute individual oral exploring two of the texts in relation to a global issue of the student's choice. The first 10 minutes will consist of the student's analysis of the extracts and the overall texts in connection with the chosen global issue. In the remaining 5 minutes, the teacher will ask questions of the student that will encourage further

development, exploration or discussion. The prompt the students will respond to will be: Examine the ways in which the global issue of your choice is presented through the content and form of two of the texts that you have studied.

Higher Level (HL)

Assessment Component Weighting

External assessment 80%

Paper 1: Textual analysis (2 hours 15 minutes)

The paper consists of two unseen non-literary passages, each a different text type. Students write an analysis of each passage. (20 marks) 35%

Paper 2: Essay (1 hour) 45 minutes

The paper will require candidates to write a literary essay about two works in response to a question. Candidates must choose from one of four tasks, each of a general nature. They must compare and contrast two of the works they have studied in connection with one of these tasks. The works used to answer this paper could be works written by authors on the prescribed reading list or works freely chosen, and they could be either works studied in translation or written originally in the language studied. There will be a focus on genre so the texts used could be from any combination of literary forms. The only restriction is that no work used for a paper 2 response can have been used in the preparation of other components (25 marks) 25%.

Higher Level Essay (20%)

The HL essay is a component that requires candidates to write a 1200-1500 word formal essay, following a line of inquiry of their own choice into one of the texts studied. HL Language A: Language and Literature candidates will have a choice between writing about a non-literary or literary text. Students can choose any of the texts studied during the

course, with the exception of the texts they have used for their internal assessment or that they plan to use for their Paper 2. In order to guide students in their choice of topic, a recommendation will be made in the guide to use the seven central concepts in the course as a starting point for developing a line of inquiry.

Internal assessment

Individual Oral (20%)

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. It will consist of a 15-minute individual oral exploring two of the texts in relation to a global issue of the student's choice. The first 10 minutes will consist of the student's analysis of the extracts and the overall texts in connection with the chosen global issue. In the remaining 5 minutes, the teacher will ask questions of the student that will encourage further development, exploration or discussion. The prompt the students will respond to will be: Examine the ways in which the global issue of your choice is presented through the content and form of two of the texts that you have studied.

The Learner Portfolio

This constitutes a collection and selection of a student's work including all sorts of tasks students might develop in their interaction with the texts and in their preparation of all assessment components. It will consist not only of entries where students reflect on the texts studied, but also of all sorts of activities which students might engage in as they respond critically or creatively to the texts they read. It can be either an electronic portfolio or a paper one. Although it will not be formally assessed by the IB, the learner portfolio will be a central element of the new courses and will be instrumental in the preparation of all assessment components.