



# Language A: literature subject outline

First examinations 2013

This document explains the major features of the course, and outlines the syllabus and assessment requirements.

More detailed information about the course can be obtained by referring to the guide for this subject, which is available on the subject page of the IB online curriculum centre (OCC) website (<http://occ.ibo.org>) and can also be purchased from the IB store (<http://store.ibo.org>).

# Nature of the subject

Language A: literature is a literature course that may be studied in as many as eighty languages. Fifty of these have a prescribed list of authors (PLA). Languages with a PLA are listed in the *Handbook of procedures for the Diploma Programme* and each PLA is published on the online curriculum centre (OCC) at <http://occ.ibo.org>. Language A: literature is the subject through which the IB's policy of mother-tongue entitlement is delivered. (Schools should refer to the IB document *Learning in a language other than mother tongue in IB programmes*, available on the OCC, for support). That policy promotes respect for the literary heritage of the student's home language and provides an opportunity for students to continue to develop oral and written skills in their mother tongue while studying in a different language of instruction. There are two procedures available to facilitate mother-tongue entitlement.

- Where no teacher is available, a student may be allowed to study his or her particular language A as a school-supported self-taught language A: literature student (SL only).
- Through a special request procedure schools may request an examination to be set in languages that are not on the authorized list. In cases where there is little or no printed literature, texts of oral literature may be included, provided the works chosen are of merit and are available in a reliable transcription and/or in another recording.

The course is built on the assumption that literature is concerned with our conceptions, interpretations and experiences of the world. The study of literature can therefore be seen as an exploration of the way it represents the complex pursuits, anxieties, joys and fears to which human beings are exposed in the daily business of living. It enables an exploration of one of the more enduring fields of human creativity, and provides opportunities for encouraging independent, original, critical and clear thinking. It also promotes respect for the imagination and a perceptive approach to the understanding and interpretation of literary works.

Through the study of a wide range of literature, the language A: literature course encourages students to appreciate the artistry of literature and to develop an ability to reflect critically on their reading. Works are studied in their literary and cultural contexts, through close study of individual texts and passages, and by considering a range of critical approaches. In view of the international nature of the IB and its commitment to intercultural understanding, the language A: literature course does not limit the study of works to the products of one culture or the cultures covered by any one language. The study of works in translation is especially important in introducing students, through literature, to other cultural perspectives. The response to the study of literature is through oral and written communication, thus enabling students to develop and refine their command of language.

Language A: literature is a flexible course that allows teachers to choose works from prescribed lists of authors and to construct a course that suits the particular needs and interests of their students. It is divided into four parts, each with a particular focus.

- **Part 1:** Works in translation
- **Part 2:** Detailed study
- **Part 3:** Literary genres
- **Part 4:** Options (in which works are freely chosen)

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## Prior learning

There are no formal requirements for students undertaking the group 1 courses. Students who take these courses will often have varied language profiles and may be multilingual. While it is recommended that students have had experience of writing critical essays about texts, not having done so should not exclude them from studying language A. Schools should refer to the IB document *Learning in a language other than mother tongue in IB programmes*, available on the OCC, for support.

Each course offers the opportunity for continued language development and the acquisition of a range of skills including, for example, textual analysis and the expression of literary appreciation. The choice of the specific group 1 course will depend on the students' and teacher's interests and the students' future educational plans.

## Links to the Middle Years Programme

In the IB Middle Years Programme (MYP) language A provides a balance between language and literature where students develop an appreciation of the nature, power and beauty of language and literature, and of the many influences on language and literature globally. Language A courses develop linguistic and literary understanding and skills through the study of a broad range of genres and world literature, as well as language learning in context. The study of one or more languages A enables students to work towards their full linguistic potential. Gaining an understanding that language and literature are creative processes encourages the development of imagination and creativity through self-expression.

The Diploma Programme language A: literature course builds on this foundation. While it is not a language acquisition course, it aims to ensure the continuing development of a student's powers of expression and understanding in a variety of language domains.

# Aims

## Group 1 aims

The aims of **language A: literature** and **language A: language and literature** at SL and at HL and of **literature and performance** at SL are to:

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.

## Language A: literature aims

In addition, the aims of the **language A: literature** course at SL and at HL are to:

8. develop in students an understanding of the techniques involved in literary criticism
9. develop the students' ability to form independent literary judgments and to support those ideas.

# Assessment objectives

There are three assessment objectives at SL and at HL for the **language A: literature** course.

1. Knowledge and understanding
  - Demonstrate knowledge and understanding of individual literary works as representatives of their genre and period, and the relationships between them
  - Demonstrate an understanding of the ways in which cultural values are expressed in literature
  - Demonstrate awareness of the significance of the context in which a work is written and received
  - Substantiate and justify ideas with relevant examples
2. Analysis, synthesis and evaluation
  - Demonstrate an ability to analyse language, structure, technique and style, and evaluate their effects on the reader
  - Demonstrate an ability to engage in independent literary criticism on both familiar and unfamiliar literary texts
  - Show an ability to examine and discuss in depth the effects of literary techniques and the connections between style and meaning **(HL only)**
3. Selection and use of appropriate presentation and language skills
  - Demonstrate an ability to express ideas clearly and fluently in both written and oral communication, with an effective choice of register and style
  - Demonstrate a command of terminology and concepts appropriate to the study of literature
  - Demonstrate an ability to express well-organized oral and written arguments
  - Demonstrate an ability to write a sustained and detailed literary commentary **(HL only)**

# Syllabus outline

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

# Assessment outline—SL

## First examinations 2013

Assessment component	Weighting
<p><b>External assessment (3 hours)</b></p> <p><b>Paper 1: Guided literary analysis (1 hour 30 minutes)</b> The paper consists of two passages: one prose and one poetry. Students choose one and write a guided literary analysis in response to two questions. (20 marks)</p> <p><b>Paper 2: Essay (1 hour 30 minutes)</b> The paper consists of three questions for each literary genre. In response to one question students write an essay based on at least two works studied in part 3. (25 marks)</p> <p><b>Written assignment</b> Students submit a reflective statement and literary essay on one work studied in part 1. (25 marks) The reflective statement must be 300–400 words in length. The essay must be 1,200–1,500 words in length.</p>	<p><b>70%</b></p> <p><b>20%</b></p> <p><b>25%</b></p> <p><b>25%</b></p>
<p><b>Internal assessment</b> This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p><b>Individual oral commentary (10 minutes)</b> Students present a formal oral commentary and answer subsequent questions on an extract from a work studied in part 2. (30 marks)</p> <p><b>Individual oral presentation (10–15 minutes)</b> The presentation is based on works studied in part 4. It is internally assessed and externally moderated through the part 2 internal assessment task. (30 marks)</p>	<p><b>30%</b></p> <p><b>15%</b></p> <p><b>15%</b></p>

# Assessment outline—HL

## First examinations 2013

Assessment component	Weighting
<p><b>External assessment (4 hours)</b></p> <p><b>Paper 1: Literary commentary (2 hours)</b> The paper consists of two passages: one prose and one poetry. Students choose one and write a literary commentary. (20 marks)</p> <p><b>Paper 2: Essay (2 hours)</b> The paper consists of three questions for each literary genre. In response to one question students write an essay based on at least two works studied in part 3. (25 marks)</p> <p><b>Written assignment</b> Students submit a reflective statement and literary essay on one work studied in part 1. (25 marks) The reflective statement must be 300–400 words in length. The essay must be 1,200–1,500 words in length.</p>	<p><b>70%</b></p> <p><b>20%</b></p> <p><b>25%</b></p> <p><b>25%</b></p>
<p><b>Internal assessment</b> This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p><b>Individual oral commentary and discussion (20 minutes)</b> Formal oral commentary on poetry studied in part 2 with subsequent questions (10 minutes) followed by a discussion based on one of the other part 2 works (10 minutes). (30 marks)</p> <p><b>Individual oral presentation (10–15 minutes)</b> The presentation is based on works studied in part 4. It is internally assessed and externally moderated through the part 2 internal assessment task. (30 marks)</p>	<p><b>30%</b></p> <p><b>15%</b></p> <p><b>15%</b></p>