

Language A: Language and Literature HL

Syllabus and Assessment Outline

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# Introduction:

Language A: Language and literature is designed to provide the student with a rich exposure to diverse literature and cultures by exploring literary and non-literary works both in depth and in context. Students are expected to have achieved the following skills in order to be successful in this dynamic learning experience:

**Language skills**

Although language A: Language and Literature is not a language acquisition course, it nevertheless provides an opportunity for students to develop and refine their language skills. In particular, they are expected to acquire the vocabulary appropriate to the analysis of texts. Furthermore, they develop the ability to express their ideas in clear, unambiguous language. The production of a range of texts, intended for different audiences and purposes, requires effective use of register and style. Students will be expected to show facility in both written and oral communication.

**Close Analysis of Texts**

Language A: Language and Literature is centrally concerned with the ways in which meaning is generated by the meeting between texts and contexts within which they exist. Close attention to the details of the text and its features is important in developing an informed understanding of the links between the text and its context. Consequently, the ability to undertake detailed critical analysis of texts, which is an important skill in its own right, is crucial in allowing students to assemble the evidence they require to justify the validity of their reading of the texts they encounter in the course. While being specifically addressed in part 4 of the syllabus it is, however, an important concern in all parts of the course.

**Visual Skills**

Viewing is part of a general multimodal literacy. When written text is often found in combination with still images, moving images and sound. As students become adept at the other literacy skill sof reading, writing, listening, and speaking, it is also essential that they develop skills in understanding and interpreting the visual images used in conjunction with these texts. Considerations of visual analysis feature throughout the the language A: Language and Literature course. In addition, moving images in the form of film are likely to be frequently used in parts of the course.

# Course of Study

## Part 2: Language and mass communication

**(Assessment Written task and Further Oral Activity/FOA)**

The study of language and mass communication aims to enable students to meet the following learning outcomes:

* Examine different forms of communication within the media.
* Show an awareness of the potential for educational, political or ideological influence of the media.
* Show the way mass media use language and image to inform, persuade or entertain.

Topics in focus:

* Advertising
  + Product placement
  + Stealth marketing
* Media and government
  + Bias
  + Tabloids
  + Stereotypes
* Film

## Part 4: Literature—critical study

**(Assessment: Written Task and Individual Oral Commentary/IOC)**

The study of literature- critical study aims to enable students to meet the following learning outcomes:

* Explore literary works in detail.
* Analyze elements such as theme and the ethical stance or moral values of literary texts.
* Understand and make appropriate use of literary terms.

Literature in focus:

* *A Christmas Carol* – Charles Dickens (19C; Europe; Novel)
* *The Things They Carried* **–** Tim O’Brien(20C; USA; Novel)
* *The Great Gatsby –*F. Scott Fitzgerald (20C; USA; Novel)

## Part 1: Language in cultural context

**(Assessment: *optional* Written task and Further Oral Activity/FOA)**

The study of language in cultural context aims to enable students to meet the following learning outcomes:

* Analyze how audience and purpose affect the structure and content of texts.
* Analyze the impact of language changes.
* Demonstrate an awareness of how language and meaning are shaped by culture and context.

Topics in focus:

* Language and the individual (multilingualism/ bilingualism, language profile/ identity)
* History and the evolution of English language (disappearing and revival languages)
* Translation (what is added and what is lost)
* Static texts in dynamic contexts
* Special text: *Pygmalion* – G.B. Shaw

## Part 3: Literature—texts and contexts

**(Assessment: *optional* Written Task and Paper 2)**

The study of literature-texts and contexts aims to enable students to meet the following learning outcomes:

* Consider the changing historical, cultural and social contexts in which particular texts are written and received.
* Demonstrate how the formal elements of the text, genre and structure can not only be seen to influence meaning but can also be influenced by context.
* Understand the attitudes and values expressed by literary texts and their impact on readers.

Literature in Focus\*:

* *The Crucible* **or** *Death of a Salesman* – Arthur Miller (20C; USA; Dramas)
* *Chronicles of a Death Foretold* – Gabriel Marquez (20C; Spain; Novel)
* *The Chosen –* Potak **or** *To Kill a Mockingbird* – Lee (20C; USA; Novels)

\*where there is an option, the students may collectively choose in advance.

**\*\*Written Tasks** – The students have to produce four written tasks, two of which (one of each type) is submitted for external assessment. **One task** must be generated from each part of the course. Task **type one** will be completed for parts 2 and 1; task **type two** will be completed for parts 4 and 3.

# Assessment outline- HL

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| Assessment component | Weighting |
| **External assessment** (4 hours)  **Paper 1: Textual analysis (2 hours)**  The paper consists of two unseen, non-literary texts. Students write a **comparative analysis** of one of these texts. (20 marks)  **Paper 2: Essay (2 hours)**  In response to one of six questions students write an essay based on at least **two** of the literary texts studied in part 3. The questions are the same at SL but the assessment criteria are different. (25 marks)  **Written task**  Students produce at least four written tasks based on material studied in the course. Students submit two of these tasks for external assessment. (20 marks each)  One of these must be **type 1**  and one **type 2** (in response to one of the prescribed questions for HL additional study.  This task must be 800–1,000 words in length. Task 1 should be accompanied by a rationale of 200–300 words, whereas task 2 should be accompanied by a short outline. | **70%**  25%  25%  20% |
| **Internal assessment**  This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.  **Individual oral commentary**  Students comment on an extract from a literary text studied in part 4 of the course. (30 marks)  Students are given two guiding questions.  **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.  The mark of **one** further oral activity is submitted for final assessment. (30 marks) | **30%**  15%  15% |

# Additional Notes: