**Curriculum**

**IB English Y1 Language & Literature**

**Course Overview**

The Language and Literature course is aimed at both native speakers of English and students whose first language is not English but who have a high level of proficiency in the language. (Students in this course are expected to have reached a level equivalent to a score of 550 on the TOEFL test. (213 CBT; 79-80 IBT).) The course is divided into four parts, two of which concentrate on literature and two on language.

In Part 1 of the course we will explore how language develops in specific cultural contexts, how it impacts on the world, and how language shapes both individual and group identity. Examples of topics that may be covered in this section of the course are:

• Gender (inequality, constructions of masculinity and femininity)

• Sexuality (its construction through language)

• Language and communities (nation/region, subcultures)

• Language and the individual (multilingualism/bilingualism, language profile/identity)

• Language and power (linguistic imperialism, propaganda)

• History and evolution of the language (disappearing and revival languages, Creoles)

• Translation (what is added and what is lost)

• Language and knowledge (science and technology, argot and jargon)

• Language and social relations (social and professional status, race)

• Language and belief (religious discourse, mythology)

• Language and taboo (swearing, political correctness)

In Part 2 of the course we will look at language and mass communication, focusing on the way language is used in the media, which will include newspapers, magazines, the internet, mobile telephony, radio and film. We will concentrate especially on how mass media use language and image to inform, persuade and entertain. Examples of topics we could cover are:

• Textual bias (news reporting, sports coverage)

• Stereotypes (gender, ethnicity)

• Popular culture (comics, soap operas)

• Language and presentation of speeches and campaigns (elections, lobbying)

• Language and the state (public information, legislation)

• Media institutions (television channels, internet search engines)

• Role of editing (news bulletins, websites)

• Use of persuasive language (advertising, appeals)

• Arts and entertainment (radio and television drama, documentaries

In Part 3 of the course, we will concentrate on the relationship between literature and issues at large, such as gender, power and identity. We will consider the changing historical, cultural and social contexts in which particular texts are written and received. We will explore 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. Finally, we will investigate the attitudes and values expressed by literary texts and their impact on readers.

In Part 4 of the course, we will also focus on literature, but our emphasis will be on the critical study of the text. We will explore the literary works in detail, analyzing elements such as theme and the ethical stance or moral values of the texts. We will also concentrate on understanding and making appropriate use of literary terms such as imagery, persona, tone, metaphor and irony.

**Department Standards:**

Students will:  
1. develop critical thinking skills that will encourage them to make connections between literature and both their own lives and other academic disciplines;  
2. develop an appreciation for literature through the comprehension and analysis of various genres;  
3. communicate their understanding and ideas effectively in a variety of written forms;  
4. articulate organized ideas through a variety of oral activities;  
5. expand and strengthen their vocabularies to enhance their ability to understand and communicate;  
6. and learn and apply the standard conventions of the English language in both speaking and writing.

**Benchmarks**:

* Students will be able to analyse how audience and purpose affect the structure and content of texts.
* Students will be able to analyse the impact of language changes.
* Students will be able to demonstrate an awareness of how language and meaning are shaped by culture and context.
* Students will be able to examine different forms of communication within the media. Students will show an awareness of the potential for educational, political or ideological influence of the media.
* Students will be able to show the way mass media use language and image to inform, persuade or entertain.
* Students will be able to consider the changing historical, cultural and social contexts in which particular texts are written and received.
* Students will be able to 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.
* Students will be able to understand the attitudes and values expressed by literary texts and their impact on readers.
* Students will be able to explore literary works in detail.
* Students will be able to analyse elements such as theme and the ethical stance or moral values of literary texts.
* Students will be able to understand and make appropriate use of literary terms

**Performance Indicators**

**1. Knowledge and understanding:**

* Students will demonstrate knowledge and understanding of a range of texts.
* Students will demonstrate an understanding of the use of language, structure, technique and style.
* Students will demonstrate a critical understanding of the various ways in which the reader constructs meaning and of how context influences this constructed meaning.
* Students will demonstrate an understanding of how different perspectives influence the reading of a text.

**2. Application and analysis:**

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

**3. Synthesis and evaluation:**

* Students will demonstrate an ability to compare and contrast the formal elements, content and context of texts.
* Students will discuss the different ways in which language and image may be used in a range of texts.
* Students will demonstrate an ability to evaluate conflicting viewpoints within and about a text.
* **At HL only:** Students will produce a critical response evaluating some aspects of text, context and meaning.

**4. Selection and use of appropriate presentation and language skills:**

* Students will demonstrate an ability to express ideas clearly and with fluency in both written and oral communication.
* Students will demonstrate an ability to use the oral and written forms of the language, in a range of styles, registers and situations.
* Students will demonstrate an ability to discuss and analyse texts in a focused and logical manner.
* **At HL only:** Students will demonstrate an ability to write a balanced, comparative analysis.

**Assessments**

**External assessment (4 hours) Paper 1: Comparative textual analysis (2 hours): 70%**

The paper consists of two pairs of unseen texts. Students write a comparative analysis of one pair of texts. (20 marks)

**Paper 2: Essay (2 hours): 25%**

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 tasks: 25%**

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 for each task)

One of the tasks submitted must be a critical response to one of the prescribed questions for the HL additional study.

Each task must be 800–1,000 words in length; task 1 should be accompanied by a rationale of 200–300 words, while task 2 should be accompanied by a short outline.

**Internal assessment: 30%**

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

**Individual oral commentary: 20%**

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: 15%**

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)

**Core Topics**

Part 1: Language in Cultural Context HL and SL

Part 2: Language and Mass Communication HL and SL

Part 3: Literature – Texts and Contexts

Part 4: Literature – Critical Study

**Specific Content**

**Part 1: Language in Cultural Context HL and SL**

English as a global language

Varieties of English

Audience and purpose (including grammar aspects of sentence fragments, coordinating conjunctions and register)

Identity, multi/bilingualism

Persuasive language, linguistic imperialism

Language death

Assessment: Written Task(s) and Further Oral Activity (HL/SL)

**Part 2: Language and Mass Communication HL and SL**

Newspapers

Advertising

Propaganda and rhetoric

Women's Magazines

Assessment: Paper 1 (Exam: written textual analysis), Written Task(s) and Further Oral Activity (HL/SL)

**Part 3: Literature – Texts and Contexts**

*The Handmaid’s Tale* by Margaret Atwood, C20 Canadian Novel (HL)

*Blood Wedding* by Federico Garcia Lorca, C20 Drama Translation (SL/HL)

*Catcher in the Rye* byJ. D. Salinger, C20, American, Novel (SL/HL) (Free choice.)

Assessment: Written Task (SL/HL)

Paper 2 (Exam: essay), Written Task, Critical Response Written Task (HL ONLY)

**Part 4: Literature – Critical Study**

*1984* by George Orwell, British, C20, Novel (SL/HL)

*The Awakening* by Kate Chopin, C19 American Short Story (SL/HL)

*The Poetry of Wilfred Owen*, British, C20 Poetry (HL)

Assessment: Individual Oral Commentary and Written Task (HL/SL)

**Resources**

*Death of a Salesman* by Arthur Miller

*Maus* by Art Spiegelman

*The Reader* by Bernhard Schlink

*1984* by George Orwell

*Othello* by William Shakespeare

*The Things They Carried* by Tim O’Brien

*Collected Poems* by Carol Ann Duffy

*Persepolis* by Marjane Satrapi

*Half of a Yellow Sun* by Chimamanda Ngozi Adichie

*The Language of Newspapers* by Danuta Reah

*No Logo* by Naomi Klein

*English Language and Literature for the IB Diploma* by Brad Philpot

*English A: Language and Literature Course Companion* by Rob Allison and Brian Chanen

*Advanced Grammar in Use* by Martin Hewings