



COURSE OUTLINE – DP LANGUAGE & LITERATURE

Course Description:

English A: Language and Literature is a two-year course that focuses on the study and appreciation of language and literature across our culture and the cultures of other societies. The course aims to broaden the students' perspectives and develop their skills in analysis and language production through the study of a wide range of text-types. Students are given opportunities to explore how language develops in specific cultural contexts, how it affects the world and how it shapes both individual and group identity. Students are also asked to consider the way language is used in the media and address the issue of how the production and reception of texts is influenced by the medium in which they are delivered. The course is built around three areas of exploration: Readers, Writers and Text, Time and Space, and Intertextuality: Connecting texts. Students are asked to consider the changing historical, cultural and social contexts in which particular texts are written and received, to demonstrate how form, structure and style influence both meaning and context and to understand the attitudes and values expressed by texts and their impact on readers.

Assessment Objectives:

Assessment is an integral part of teaching and learning. The most important aims of assessment in the Diploma Programme are that it should support curricular goals and encourage appropriate student learning. Both external and internal assessments are used in the Diploma Programme. IB examiners mark work produced for external assessment, while work produced for internal assessment is marked by teachers and externally moderated by the IB.

Our course uses summative assessment designed to record student achievement at, or towards the end of, the course of study. However, a variety of assessment instruments are used formatively during the course of teaching and learning to help students develop their skills and improve their knowledge of course concepts and content.

1. Knowledge and understanding

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

2. Application and analysis

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

3. Synthesis and evaluation

- Demonstrate an ability to compare and contrast the formal elements, content and context of texts
- Discuss the different ways in which language and image may be used in a range of texts
- Demonstrate an ability to evaluate conflicting viewpoints within and about a text
- Produce a critical response evaluating some aspects of text, context and meaning

4. Selection and use of appropriate presentation and language skills

- Demonstrate an ability to express ideas clearly and with fluency in both written and oral communication
- Demonstrate an ability to use the oral and written forms of the language, in a range of styles, registers and situations
- Demonstrate an ability to discuss and analyse texts in a focused and logical manner
- Demonstrate an ability to write a balanced, comparative analysis



Course Syllabus & Assessment Overview

The English A1 (HL) syllabus is divided into three areas of exploration. Below is a sampling of the texts used. Texts are subject to change.

Areas of Exploration	Texts	IB Assessments
<p>Readers, writers and texts</p> <p>Non-literary texts are chosen from a variety of sources and media to represent as wide a range of text types as possible, and literary works are chosen from a variety of literary forms. The study of the non-literary texts and literary works focuses on the nature of language and communication and the nature of literature and its study. This study includes the investigation of how texts themselves operate as well as the contexts and complexities of production and reception. Focus is on the development of personal and critical responses to the particulars of communication.</p>	<p><i>Possible literary texts include:</i></p> <p>George Orwell – 1984 Franz Kafka – Metamorphosis Sylvia Plath – The Bell Jar J.L. Borges – Collected Fictions</p> <p><i>Non-literary texts:</i></p> <p>Advertisements Films</p>	<p>HL essay</p> <p>Students submit an essay on one non-literary body of work, or a literary work studied during the course.</p> <p>Paper 1: Guided textual analysis</p> <p>The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students write an analysis of each of the passages.</p>
<p>Time and space</p> <p>Non-literary texts and literary works are chosen from a variety of sources, literary forms and media that reflect a range of historical and/or cultural perspectives. Their study focuses on the contexts of language use and the variety of ways literary and non-literary texts might both reflect and shape society at large. The focus is on the consideration of personal and cultural perspectives, the development of broader perspectives, and an awareness of the ways in which context is tied to meaning.</p>	<p><i>Possible literary texts include:</i></p> <p>Marjane Satrapi – Persepolis Bob Dylan’s Body of Work Voltaire – Candide Thomas King – One Good Story, That One</p> <p><i>Non-Literary Texts:</i></p> <p>Speeches Political Cartoons News Articles Photographs</p>	<p>Individual oral</p> <p>Supported by an extract from both one non-literary body of work and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt:</p> <p>Examine the ways in which the global issue of your choice is presented through the content and form of one of the works and one of the bodies of work that you have studied.</p>
<p>Intertextuality: connecting texts</p> <p>Non-literary texts and literary works are chosen from a variety of sources, literary forms and media in a way that allows students an opportunity to extend their study and make fruitful comparisons. Their study focuses on intertextual relationships with possibilities to explore various topics, thematic concerns, generic conventions, modes or literary traditions that have been introduced throughout the course. The focus is on the development of critical response grounded in an understanding of the complex relationships among texts.</p>	<p><i>Possible literary texts include:</i></p> <p>William Shakespeare – Macbeth George Saunders – Tenth of December Margaret Atwood – The Handmaid’s Tale Trevor Noah – Born a Crime</p>	<p>Paper 2: Comparative essay</p> <p>The paper consists of four general questions. In response to one question students write a comparative essay based on two literary works studied in the course.</p>



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IB assessments are comprised of a combination of internal and external assessments (see table above).

Grade Descriptors:

Grade 7

Demonstrates excellent understanding and appreciation of the interplay between form and content in regard to the question or task; responses that may be convincing, detailed, independent in analysis, synthesis and evaluation; highly developed levels of expression, both orally and in writing; very good degree of accuracy and clarity; very good awareness of context and appreciation of the effect on the audience/reader; very effective structure with relevant textual detail to support a critical engagement with the thoughts and feelings expressed in the work(s).

Grade 6

Demonstrates very good understanding and appreciation of the interplay between form and content in regard to the question or task; responses that are, mainly, convincing, as well as detailed and independent to some degree, in analysis, synthesis and evaluation; well-developed levels of expression, both orally and in writing; good degree of accuracy and clarity; good awareness of context and appreciation of the effect on the audience/reader; effective structure with relevant textual detail to support a critical engagement with the thoughts and feelings expressed in the work(s).

Grade 5

Demonstrates good understanding and appreciation of the interplay between form and content in regard to the question or task; responses that offer generally considered and valid analysis, synthesis and / or evaluation; good levels of expression, both orally and in writing; adequate degree of accuracy and clarity; awareness of context and appreciation of the effect on the audience/reader; clear structure with relevant textual detail to support an engagement with the thoughts and feelings expressed in the work(s).

Grade 4

Demonstrates adequate knowledge and understanding of the question or task; responses that are generally valid in analysis and / or synthesis; satisfactory powers of expression, both orally and in writing; only some lapses in accuracy and clarity; some awareness of context and appreciation of the effect on the audience/ reader; a basic structure within which the thoughts and feelings of the work(s) are explored.

Grade 3

Demonstrates some knowledge and some understanding of the question or task; responses that are only sometimes valid and / or appropriately detailed; some appropriate powers of expression, both orally and in writing; lapses in accuracy and clarity; limited awareness of context and appreciation of the effect on the audience/reader; some evidence of a structure within which the thoughts and feelings of the work(s) are explored.

Grade 2

Demonstrates superficial knowledge and understanding of the question or task; responses that are of generally limited validity; limited powers of expression, both orally and in writing; significant lapses in accuracy and clarity; little awareness of context and appreciation of the effect on the audience/reader; rudimentary structure within which the thoughts and feelings of the work(s) are explored.

Grade 1

Demonstrates very rudimentary knowledge and understanding of the question or task; responses that are of very limited validity; very limited powers of expression, both orally and in writing; widespread lapses in accuracy and clarity; no awareness of context and appreciation of the effect on the audience/reader; very rudimentary structure within which the thoughts and feelings of the work(s) are explored.





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BC Ministry Requirements:

In line with the philosophy of the IB Diploma Programme, students will be assessed against the course objectives at their current level of achievement on the 7-point scale throughout the course. As required by the Ministry of Education, students will also be given a percentage converted from the IB level that reflects their achievement in relation to the corresponding BC Curriculum course.

IB Concepts and Considerations

- **THEORY OF KNOWLEDGE (TOK):** Students will reflect on the nature of knowledge in Language and Literature, and on how we know what we claim to know throughout the course.
 - **CREATIVITY, ACTIVITY, SERVICE (CAS):** Students will be encouraged to consider ways they can take meaningful action in their CAS activities connected to topics learned in Language & Literature throughout the course.
 - **APPROACHES TO LEARNING (ATL):** Thinking, Social, Communication, Research, and Self-Management skills will be developed and encouraged throughout the course.
 - **LEARNER PROFILE ATTRIBUTES (LP):** Connections will be made to the IB Learner Profile Attributes (**Inquirer, Knowledgeable, Thinker, Communicator, Principled, Open-minded, Caring, Risk-taker, Balanced, and Reflective**) throughout the course. Students are encouraged to embody these traits as IB learners.
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Academic Honesty and Personal Integrity

The faculty at Carson Graham expects our students to complete academic and nonacademic work that is authentic and respectful of intellectual property. As diploma candidates, you are expected to adhere to the school's Policy for Academic Integrity, and also to the principles and practices set out in the IB document, Diploma Programme: Academic Honesty, 2011. Ignorance of the standards related to academic honesty and student integrity is not an excuse for dishonesty, plagiarism and malpractice. You are expected to familiarize yourself with the policy.

In accordance with this policy, students can use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2) on assignments in this course if instructor permission is obtained in advance. Unless permission is given to use the aforementioned tools, each student is expected to complete each assignment without substantive assistance from others, including automated tools. Additionally, if students are allowed to use advanced automated tools on assignments in this course, that use must be properly documented and credited. For example, text generated using ChatGPT-3 should include a citation such as: "Chat-GPT-3. (YYYY, Month DD of query). "Text of your query." Generated using OpenAI. <https://chat.openai.com/>" Material generated using other tools should follow a similar citation convention.[1]

[1] Adapted from <https://learninginnovation.duke.edu/ai-and-teaching-at-duke-2/artificial-intelligence-policies-in-syllabi-guidelines-and-considerations/>

<http://www.sd44.ca/school/carson/Documents/Carson%20Graham%20Policy%20for%20Academic%20Honesty%20June%202015.pdf>

