



## Group 1: Studies in language and literature

### Language A: Literature HL

**Language A: Literature** students will learn about the various manifestations of literature as a powerful mode of writing across cultures and throughout history. They will explore and develop an understanding of factors that contribute to the production and reception of literature, such as:

- the creativity of writers and readers
- the nature of the interaction with the writers' and readers' respective contexts and with literary tradition
- the ways in which language can give rise to meaning and/or effect
- the performative and transformative potential of literary creation and response.

Through close analysis of literary texts in a number of forms and from different times and places:

- students will consider their own interpretations and the critical perspectives of others.
- students will be involved in processes of critical response and creative production, which will shape their awareness of how texts work to influence the reader and how readers open up the possibilities of texts.
- students will develop sensitivity to aesthetic uses of language, which will empower them to consider the ways in which literature represents and constructs the world and social and cultural identities.

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## Course Content for Language A: Literature

### *Literary Works*

- William Shakespeare: *Hamlet*
- Bernhard Schlink: *The Reader*
- Yasunari Kawabata: *Snow Country*
- Alain de Botton: *The Art of Travel*
- Mohsin Hamid: *The Reluctant Fundamentalist*
- Carol Ann Duffy: *New Selected Poems*
- Scott Fitzgerald: *The Great Gatsby*
- Henrik Ibsen: *Hedda Gabler*
- Chimamanda Adichie: *Purple Hibiscus*
- Franz Kafka: *The Metamorphosis*
- Arundhati Roy: *The God of Small Things*
- Harold Pinter: *The Birthday Party*
- Tennessee Williams: *A Streetcar Named Desire*

## Assessment Requirements

Assessment outline HL	Marks	Weighting
<b>External Assessment (4 hours)</b>		<b>80%</b>
<p><b>Paper 1: Guided literary analysis (2 hours 15 minutes)</b> The paper consists of two literary passages, from two different literary forms, each accompanied by a question. Students write an analysis of each of the passages.</p>	<b>40 marks</b>	<b>35%</b>
<p><b>Paper 2: Comparative essay (1 hour 45 minutes)</b> The paper consists of four general questions. In response to one question, students write a comparative essay based on two works studied in the course.</p>	<b>30 marks</b>	<b>25%</b>
<p><b>HL Essay</b> Students submit an essay on one literary text or work studied during the course.  The essay must be 1,200-1,500 words in length.</p>	<b>20 marks</b>	<b>20%</b>
<b>Internal assessment</b>		<b>20%</b>
<p>This component consists of an individual oral which is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p><b>Individual oral (15 minutes)</b> Supported by an extract from one work written originally in the language studied and one from a work studied in translation, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher.</p>	<b>40 marks</b>	<b>20%</b>

<p><b>The study of Literature and the development of the relevant skills is divided into 3 areas of exploration (AOE). What are they?</b></p>	<p>The 3 areas of exploration are:</p> <ul style="list-style-type: none"> <li>• <i>Readers, writers and texts:</i> Students are introduced to the skills and approaches required to closely examine literary texts as well as metacognitive awareness of the nature of the discipline.</li> <li>• <i>Time and Space:</i> Students will investigate ways in which literary texts may represent and be understood from a variety of cultural and historical perspectives, expanding students' understanding of the open, plural, or cosmopolitan nature of literary texts.</li> <li>• <i>Intertextuality: Connecting Texts:</i> Students will gain an awareness of how texts can provide critical lenses to reading other texts and of how they can support a text's interpretation by expanding on it or question it by providing a different point of view.</li> </ul>
<p><b>What is the learner portfolio?</b></p>	<p>The learner portfolio is a place for a student to explore and reflect upon literary texts, and to establish connections among them and with the areas of exploration (AOE) and the central concepts in the subject.</p>
<p><b>Is the learner portfolio compulsory?</b></p>	<p>Yes</p>
<p><b>Will it be submitted to IB?</b></p>	<p>Yes, when IB calls for it.</p>
<p><b>Is it graded internally and externally?</b></p>	<p>No. But there will be periodic checks that there are adequate quality reflections and responses in the learner portfolio.</p>
<p><b>Where is the place of learner portfolio in the assessment requirement?</b></p>	<p>It is a space in which students can prepare for assessment. The learner portfolio will help you to make decisions about the most appropriate and productive connections between the works you have studied and the assessment components. In short, it prepares you for both the external and internal assessment.</p>
<p><b>What is the timeline?</b></p>	<p>Through your two years in the IBDP.</p>
<p><b>What is the HL essay?</b></p>	<p>The HL essay requires students to construct a focused, analytical argument examining the work from a broad literary perspective.</p>