

What is the course about?

While many skills, understandings and knowledge may overlap with a MEN program taught in Polish schools, the approach to teaching Language A: Literature course in the IB Diploma Programme is fundamentally different.

Students closely study literary texts of merit. The focus is placed on the aims of the course and in-depth study of fewer texts rather than historical development of literary processes and literary periods. The course is taught in accordance with the IB guidance, pedagogy and philosophy, which is based on the idea of **international – mindedness, constructivist approach to teaching and learning, conceptual and inquiry-based teaching and learning and it is structured around the seven central concepts, the three areas of exploration (accompanied by inquiry questions and TOK questions), and the learner portfolio.** The above enable a stronger integration of Approaches to teaching and learning (ATL and ATT) into the course.

Students are taught to become independent readers, risk-takers and encouraged to formulate their own interpretation based on close reading of literature, research and inquiry into literary theory rather than rely solely on the opinions of literary critics and a teacher.

The course is guided by the sustained **concept-based teaching** that is organized around helping the students to develop the awareness of, and the ability to recognize **transferable ideas** and the ability **to create conceptual generalizations about the processes and content.**

These seven central concepts are: identity, culture, communication, creativity, perspective, transformation and representation.

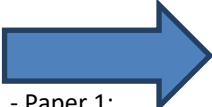
Conceptual approach enables the students to connect the central concepts to micro-concepts inherent in the study of literature. By using conceptual lenses we go beyond a specific example and are able to capture simplicity in complicated processes and situations that span across different subjects, various areas of life and areas of knowledge that the IB students will experience in the school and in life in general. This alone makes the course unique, rewarding and intellectually challenging for the students.

How is the course structured?

During the four semesters, candidates study in depth works, both translated and written originally in Polish, grouped in three areas of exploration (9 works at Standard Level and 13 works at Higher Level) and other texts as a context. These texts, of various literary forms: prose fiction, prose non-fiction, drama and poetry are chosen by both the teacher and the students.

The **learner portfolio** is central and mandatory element of the course for all students. It is an individual collection of student work compiled during the two years of the course, requires a great level of self-management skills, independency and self-discipline on part of the student. In addition, the work carried out for the learner portfolio forms the basis of preparation for the assessments.

Language A: Literature – first assessment in 2021

Area of Exploration: Readers, writers and texts <i>At least 3 works</i>	Students learn about literature and its study, investigate texts by analyzing the details of texts in a variety of literary forms.	Assessment  <ul style="list-style-type: none"> - Paper 1: Guided Literary Analysis (SL/HL) - Paper2 : Comparative Essay (SL/HL) - Individual Oral (SL/HL) - Higher Level Essay (HL)
Area of Exploration: Time and space <i>At least 3 works</i>	Focus is on the idea that all literary works are the product of certain time and place.	
Area of Exploration: Intertextuality: connecting Texts <i>At least 3 works</i>	Students investigate the connections between various literary traditions, texts, authors and ideas.	

Explanation based on information in Language A: literature guide first assessment 2021, p. 21-22.

How is the course assessed?

There are formal tasks which are externally or internally assessed: three assessment tasks at Standard Level and four assessment tasks at Higher Level, which comprise the final grade for the subject (see the table). In the first year, candidates study texts from two areas of exploration and build a solid foundation of understandings, knowledge and skills needed for the course. By the end of year one, candidates will have completed an Individual Oral (SL and HL students) and the HL essay (HL students only), which together comprise respectively 30 percent (SL) and 40 percent (HL) of the total grade for the subject. In year two, we study texts through the lens of another area of exploration. The course ends with Paper 1 and Paper 2 assessments, which weights 60% of the total grade at HL and 70% at SL. Any works studied during the course may be used for formal assessments.

Higher Level External assessment: 80% Internal assessment: 20% Written tasks: 80%	Standard Level External assessment: 70% Internal assessment: 30% Written tasks: 70%
<p>Paper 1 External assessment Paper consists of two texts, each of a different literary form and each being in any literary form. Each text is accompanied by one guiding question. Student writes two guided analyses; each written in response to a question that focuses on a technical or formal aspect of the passage.</p> <p>40 points, 2hrs 15', 35%</p>	<p>Paper 1 External assessment Paper consists of two texts; each of a different literary form and each being in any literary form. Each text is accompanied by one guiding question. Student writes analysis of one text in response to a question that focuses on a technical or formal aspect of the passage.</p> <p>20 points, 1h 15', 35%</p>
<p>Paper 2 External assessment Comparative essay written on two or three works chosen by the student from those studied in class and not previously used for other assessments.</p> <p>30 points, 1hr 45', 25%</p>	<p>Paper 2 External assessment Comparative essay written on two or three works chosen by the student from those studied in class and not previously used for other assessments.</p> <p>30 points, 1h 45', 35%</p>
<p>Individual Oral Internally assessed, externally moderated, prepared at home Based on two works studied in class and one extract from each of the works, a student delivers an individual oral. One work must be in translation. The focus on how global issues are presented in the works. A student addresses a prompt: „Examine the ways in which the global issue of your choice is presented through the content and form of two works that you have studied”. The oral (10') is followed by questions from the teacher (5').</p> <p>40 points, 15', 20%</p>	<p>Individual Oral Internally assessed, externally moderated, prepared at home Based on two works studied in class and one extract from each of the works, a student delivers an individual oral. One work must be in translation. The focus on how global issues are presented in the works. A student addresses a prompt: „Examine the ways in which the global issue of your choice is presented through the content and form of two works that you have studied”. The oral (10') is followed by questions from the teacher (5').</p> <p>40 points, 15', 30%</p>
<p>HL essay External assessment The essay is written on one of the works studied in class; translated or originally written in Polish 1200-1500 words 20 points, 20%</p>	

Are there any requirements?

Candidates should have a **sound knowledge of the material covered by szkoła podstawowa and klasa1 liceum programs, with a minimum of an achievement grade 4**. It is expected that the candidates work systematically, strictly adhere to the school's internal deadlines for tasks, and participate in cultural events outside school, such as theatre performances and concerts. Students should also have an account in a library and an active library card.

What materials will I need?

Works studied can be either bought or borrowed from a local library. However, as students make extensive notes, it is advisable that they own the books. In addition, we will need:

A manual by E. Dunaj, B. Zagórska, Język polski. Seria Odkrywamy na nowo. Część 5.

Sturdy folder with plastic covers (koszulki)

A4 lined notebook

A laptop computer and access to internet for conducting research and maintaining of the learner portfolio.

What will I learn?

Students will learn the following:

- validate assertions and statements, give persuasive supporting evidence
- choose quotes and references, which demonstrate depth of understanding
- understand that literature is an object of study
- know of various critical perspectives and their limitations dependent of time, place, the reader
- know details of characters, plot, conventions, and elements related to genre and their changes within the genres
- interpret the writer's intentions, understand his or her craft
- analyse language, style, techniques, structure of the work -respond to the above
- recognize how motifs, themes and subjects are realized and related
- understand the logic, purpose and structure of paragraphs, conclusions and openings
- use accurate, clear, well chosen, effective vocabulary, grammar and style
- use terminology and concepts appropriate for literary study
- organise ideas and arguments in a clear, focused, logical way
- understand that writer's choices (narrative voice, plot, style, chronology, characteristics, time, place) affect the reader
- be discouraged from replicating stereotypical or „right” statements (including the teacher's or a critic's)
- recognize and understand cultural and contextual aspects of the work
- refrain from evaluating the work from the perspective of one's culture
- read "in between the lines"
- read independently, negotiate a point of view
- recognize how effects have been achieved
- understand the question
- formulate a response which demonstrates an independence of thinking, flexibility
- take and make notes pertaining to difficulty understanding the work, initial response to work, suppositions, possible biases.

In what ways does the literature course syllabus promote the attributes of the IB learner profile?

The syllabus promotes the attributes in the following ways:

1. The **curiosity** attribute is developed through presentation options for the Individual Oral, searching for materials and finding independent answers for Interactive oral discussions in.
2. The **balanced** attribute is reflected in classroom discussions on literature, weighting of interpretations in essays, negotiating the meaning of texts among colleagues.
3. The **reflective** attribute is developed in every step of the learning process as well as in writing creative and analytical tasks in the learner portfolio.
4. The **principled** attribute focuses on academic honesty, especially when writing a written assignments and HL essay.
5. The **caring** attribute comes from collaborating with all members of the class, including a teacher, showing respect to special needs students, sharing of notes and materials with colleagues in need.
6. The **open-minded** attribute is developed by students articulating and acknowledging various points of view expressed in literature, negotiating the meaning, accepting the view of the critics, understanding the concepts and accepting the fact that contexts play significant role in creating and receiving of a literary text.
7. The **knowledgeable** attribute is developed by being pro-active in searching for knowledge, communicating it, reading texts beyond the course, sharing of interesting cultural facts with the class.
8. The **communicative** attribute is developed by students presenting their ideas in a written and oral form, discussing texts in groups, collaborating on the creation of teaching aids, discussing difficult issues with a teacher and colleagues.
9. The **risk taker** attribute is reflected in the approach to assessment tasks, taking interpretative risks, defending a viewpoint always based on informative, substantiated by a sound analysis of the literary material.
10. The **thinker** attribute is developed when candidates formulate knowledge claims, probe deeper into texts, synthesize various areas of the texts, refer the detail to a text as a whole.

What from the course can make worthwhile extended essay questions?

Students who are well-read, truly interested in literature and willing to devote a substantial amount of time to the independent study of the topic should undertake an EE in literature.

Can an interest in literature lead to a CAS project?

Candidates may wish to explore local contexts, language of a community (for example, the language of a region native to a student), to collaborate with poets and writers who work in the region and create a collaborative project with them. Here are examples of possible CAS projects:

1. A creativity experience writing a text about local artist or recording and documenting specific usage of language spoken by members of a community.
2. A service experience reading literature to the residents of a local hospice or nursing home.
3. A combined activity and service experience coordinating a project of writing workshop for students in a local MEN school.
4. A service experience developing a school's library based on the interests stemming from the study of literature and exploring global contexts demonstrated in the studied works.

What is the relationship between TOK and literature?

Students are asking and responding to TOK questions from the very beginning and throughout the entire course. They experience reflective learning and teaching. We think in fact, that it is not possible to teach literature without teaching TOK.

Examples of TOK questions:

- What do we learn about through literature?
- What role does literature fulfill? What is its purpose?
- In what ways is the kind of knowledge we gain from literature different from the kind we gain through the study of other disciplines?
- How certain can we be of the knowledge constructed through reading literary texts?
- How much of the knowledge we construct through reading a literary text is determined by the writer's intention, the reader's cultural assumption and by the purpose valued for the text in a community of readers?
- Are some interpretations of a literary text better than others? How are multiple interpretations best negotiated?
- What constitutes good evidence in explaining a response to literature?
- How far can readers understand a literary text that was written in a context different from their own?
- To what extent is it necessary to share a writer's outlook to be able to understand his or her work?
- What is lost in translation from one language to another?
- How might the approaches to a given time and place of a poet, a playwright or a novelist and a historian differ helpful in the study and understanding of literature?
- How does a canon get established?
- What factors influence its expansion or change over time?
- Is the notion of a canon helpful in the study and understanding of literature?
- How does a canon get established? What factors influence its expansion or change over time?
- What kind of knowledge about a literary text and about literature do we gain when we compare and contrast literary texts?
- Does knowledge of conventions of form and literary techniques allow for a better and deeper understanding of a literary text?
- How are judgments made about the literary merit of a text? What makes a literary text better than others?
- Is the study of literature better approached by means of a temporal perspective (grouping texts according to when they were written) or by means of a thematic approach (grouping them according to the theme or concern they share)?
- What impact does each one of them have on knowledge of the discipline?
- How useful are classifications of literary texts according to form and period? How do they contribute to the understanding of literature and its history?

Where can I find more information about the course?

At BISC, the Language A: Literature course is taught by a teacher who is an IB trained and accredited workshop leader, online facilitator, IB school visits team member and an examiner. To find out about the course, please download the language A: Literature course outline for more information and feel free to email the literature teacher at a.zolkos@bisc.krakow.pl