

ENGLISH LITERATURE IB COURSE INFORMATION

What is the course about?

It gives students an opportunity to broaden and deepen their appreciation of a wide range of literature from various cultures. It includes a study of one play by Shakespeare which students will be required to talk about, as well as poetry and prose, some in translation. We currently emphasise the study of drama.

How is the course structured?

Within the first year most of the preparation and study is towards the oral tasks of presentation and commentary, although this also includes reading and discussion of texts which will lead to a coursework essay designed by each student. In the second year the emphasis shifts to written tasks and preparation for both examination papers.

What are the requirements?

At standard level native level fluency in English is necessary, otherwise you are suitable to study English B. At higher level a real interest in and commitment to reading literature is expected and should be evidenced by at least a grade B in IGCSE Literature or equivalent as well as a B in IGCSE English.

What materials will I need?

Nothing.
All texts are supplied but you may be expected to purchase any text you wish to annotate.

What will I learn?

How to write and talk about a wide range of known and unknown literary texts in a structured way.

How is the course assessed?

Assessment for Parts 2 and 4 are assessed internally and moderated by an IB examiner. Assessment for Part 1 is assessed externally, as are the Paper 2 exam for Part 3 and the Paper 1 exam.

What is the relationship between TOK and English A?

The history of History, otherwise known as historiography, is fundamental to the discipline. TOK challenges students to think about historical knowledge, its validity and its uses. Questions such as 'how do we know' are integrated throughout the History course from day one. This is with a view - perhaps even an *ideology* - that reflection and creativity are stimulated through such questions.

TOK, with its focus on different ways of knowing, is complemented the English A curriculum in the latter's emphasis on thorough evaluation of the ways to understand a text.

Readers are encouraged to consider who in the text is speaking and how as reader they should respond. Critical perspectives are introduced and evaluated.

What careers are open to me?

Any requiring precision of expression and an ability to understand and interpret complex written texts in detail.

These skills are applicable to obviously literary related careers such as journalism, broadcasting or law but are also useful in any business context dealing with written or spoken language.

Where can I find more information?

Please ask for a course handout or speak to any teacher in the English Department

C Riley, T Tudor-Hart

In what ways does the English A 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 the willingness to explore the deeper implications within a text that might not be obvious from a first reading. It is developed through the recognition that identifying literary technique is the path by which a writer's development of a theme can be more fully understood. It is developed through one's understanding that while a reading of a text should be faithful to an author's intention, a reader can bring meaning to a text through personal response .
2. The *balanced* attribute is reflected in the promotion of different skills at different stages in the course. Contextual understanding and global awareness are elements of Part 1, an oral development of ideas is required in Part 2; study of a specific genre is the focus of Part 3, and creativity is linked with criticality in Part 4.
3. The *reflective* attribute is intrinsic to the nature of responding to reading; further to this, Part 1 of the course requires students to lead a discussion on an aspect of a text and produce a reflective statement on the discussion.
4. The *principled* attribute focuses on academic honesty in the writing of Papers One. 5. The *caring* attribute can be explored with CAS projects that might use understanding of literature to inform local surroundings.
6. The *open-minded* attribute is developed through critical consideration of the author's intentions and relating these to personal values and prevailing international values.
7. The *knowledgeable* attribute is developed by understanding the traditions, the role and the nature of literature in a number of cultures.
8. The *communicative* attribute is developed through group work and in the Interactive Oral in Part 1.
9. The *inquirer* attribute is reflected in all situations where a student is presented with a new text, and in the Extended Essay where a student will define and pursue the parameters of their own research.

10. The thinker attribute in the English A involves confronting literature with an open mind, responding sensitively to writer's choices with willingness to engage at a critical level.

What from the course can make worthwhile extended essay questions?

Students could use a title from the course to explore further literature from the same author to explore how a specific effect runs through two or three examples of their work, or they could explore a particular theme in a text of their choice, discussing the choices that the author has made to develop this theme.

How does English A complement CAS projects?

Potential CAS projects that could stem from a literature focus could include visiting classrooms in the school and arranging with a teacher to use a part of the lesson to work with the class on a short story or poem; organising school visits to theatres and cinema screenings of theatre productions, or promoting literature and responses to literature more generally around the school.