

Polish Language A: Literature

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 literature in IB Diploma Programme is fundamentally different.

The aims of Language A: Literature course are to:

1. introduce students to a range of texts from different periods, styles and genres
2. develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections
3. develop the students' powers of expression, both in oral and written communication
4. encourage students to recognize the importance of the contexts in which texts are written and received
5. encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning
6. encourage students to appreciate the formal, stylistic and aesthetic qualities of texts
7. promote in students an enjoyment of, and lifelong interest in, language and literature.

These three competencies underpin the course: organisation, presentation, language skills.

Students closely study literary **texts of merit**. **The focus is placed on the above aims and in-depth study of fewer texts rather than historical development of literary processes and literary periods.**

At BISC, the Polish course is taught by a teacher who is an IB accredited workshop leader, online facilitator and an examiner. The course is taught in accordance with **the IB guidance, pedagogy and philosophy which is based on concept-based learning and constructivist approach to teaching and learning**. This means **that students are being taught to formulate their own interpretation based on close reading of literature, rather than on the opinions of literary critics and a teacher. Candidates are also encouraged to identify and discuss concepts -such as for example: perspective, conflict, balance, form, cause and effect, etc. - which are timeless, universal, and transferable to other areas of knowledge.**

This alone makes the course unique, rewarding and intellectually challenging for the students.

Three main assessment objectives set for the students are:

1. Know and understand the texts (name of characters, plot, etc.), know the genres, conventions

- Interpret the writer's intention, understand how context may affect the interpretation (writer and reader)
- Understand relationship between works
- Understand cultural values as expressed in literature and the significance of context
- Substantiate and justify statements and assertions

2. Analyse, synthesize and evaluate the texts

- Analyse language, structure, technique and style (not necessarily all of them)
- Know the difference between description and analysis
- See the connotations, "decipher" the metaphor ☞ Recognize how and why literature affects the reader

- Apply the skill of independent literary criticism, read between the lines, persuade the reader to accept one's views
- HL – discuss the effects of literary techniques and the relationship between style and meaning

3. Select and use the appropriate presentation and language skills

- Choose appropriate strategies and express ideas clearly
- Use literary terminology and concepts, have strong command of the language
- Understand visual texts
- HL – write a sustained and detailed literary commentary.

How is the course structured?

During the four semesters, candidates study in depth works grouped in four parts (11 works at Standard Level and 13 works at Higher Level) and other texts as a context. These texts, of various literary genres, are chosen by both the teacher and the students.

How is the course assessed?

Each part of the syllabus ends with a formal task which is externally or internally assessed. There are **five assessment tasks** which comprise the final grade for the subject (see the table).

In the first year, candidates study Part1 works (2SL/3HL) and Part4 works (3SL/HL) 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 Presentation and the Written assignment, which together comprise 40 percent of the total grade for the subject.

In year two, we study Part2 (2SL/3HL) and Part3 (3SL/4HL) works leading to Individual Oral Commentary, Paper 1 and Paper 2 assessments, the remaining of the 60 percent of the total grade (please see the table).

Part 1 Literatura w przekładzie, (Literature in Translation), 25% oceny czerwiec IB1	Part 2 Studia szczegółowe, (Detailed study), 15% oceny grudzień IB2	Part 3 Grupa gatunkowa (Literary genres), 25% oceny maj IB2	Part 4 Wolny wybór szkoły (Options), 15% oceny grudzień IB1
HL 3 dzieła w przekładzie z listy PLT SL 2 dzieła w przekładzie z listy PLT	3 dzieła; każde innego gatunku, wybrane z listy PLA 2 dzieła; każde innego gatunku, wybrane z listy PLA	4 dzieła tego samego gatunku, wybrane z listy PLA 3 dzieła tego samego gatunku, wybrane z listy PLA	3 dzieła wybrane z listy PLT, PLA lub wolny wybór szkoły 3 dzieła wybrane z listy PLT, PLA lub wolny wybór szkoły
Oceniani zewnętrznie: SL i HL literacki esej pisany w domu na podstawie jednego dzieła, 1200-1500 słów oraz Reflective statement 300-400 słów.	Oceniani wewnętrznie: HL 10- minutowy ustny komentarz do utworu poetyckiego (komentarz 8 min.+2 min. odpowiedzi na pytania nauczyciela) oraz 10-minutowa dyskusja na temat drugiego dzieła tej grupy. SL 8- minutowy ustny komentarz Individual Oral Commentary na temat fragmentu dzieła+2 min. odpowiedzi na pytania nauczyciela.	Oceniani zewnętrznie: HL praca porównawcza na podstawie dwóch dzieł (Paper 2), drugi dzień matury, 120 min. SL Praca porównawcza na podstawie dwóch dzieł -Paper 2, drugi dzień matury, 90 min.	Oceniani wewnętrznie: SL 10-15 minutowa prezentacja Individual Oral Presentation przygotowywana w domu na podst. jednego lub dwóch dzieł, po której następuje dyskusja. HL 10-15 minutowa prezentacja Individual Oral Presentation przyg. w domu na podst. dwóch dzieł.
Paper 1 pierwszy dzień matury: HL Komentarz literacki do fragmentu niewidzianego wcześniej dzieła, 120 minut SL Naprowadzona pytaniami analiza literacka wcześniej niewidzianego fragmentu dzieła, 90 minut 20% oceny			

Are there any requirements?

Candidates should have **a sound knowledge of the material covered by the gimnazjum and klasa 1 liceum programmes, 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. They should also have an account in a library and an active library card.

What materials will I need?

Works studied and these 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:

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

Sturdy folder with plastic covers (koszulki)

A4 lined notebook

What will I learn?

Students will learn the following:

-validate assertions and statements, give persuasive supporting evidence

- carefully 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 Individual Oral Presentation in Part 4, searching for materials and finding independent answers for Interactive Oral Discussions in Part 1 Literature in translation.
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 a Reflective Statements after each Part 1 interactive discussion. **Note that Reflective Statement is assessed by the IB as part of the external assessment (see the table).**
4. The *principled* attribute focuses on academic honesty, especially when writing a written assignment for Part.
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?

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

Can an interest in literature lead to a CAS project?

Yes it is possible. Candidates may wish to explore local contexts, language of a community (np. gwara regionu, z którego pochodzi kandydat), liase 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.

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:

- Czy dzieło literackie zyskuje lub traci przez poddanie go zabiegowi interpretacji? Co czyni interpretację dobrą lub złą?
- Czy jest możliwe, i do jakiego stopnia, aby dzieło literackie (z definicji należące go działu fikcji literackiej) przekazywało wiedzę?
- Na czym polega funkcja literatury – czy na uchwyceniu spojrzenia na rzeczywistość, wyrażeniu emocji, pouczeniu lub podniesieniu na duchu, tworzeniu piękna, spajaniu społeczeństw, pochwaleniu sił ducha, prowokowaniu refleksji czy pobudzaniu do zmian społecznych?
- Czy znajomość literatury dostarcza wiedzy o świecie? Jeśli tak jest, to jakiego typu jest to wiedza – znajomość faktów, wiedza o autorach, konwencjach formy i tradycji, psychologii czy historii kultury?
- Jaką wiedzę można zdobyć koncentrując się na autorze dzieła? Czy powinno się odkrywać i rozumieć intencje autora i proces tworzenia poprzez badanie życia autorów?
- Czy process tworzenia dzieła jest tak samo ważny jak product końcowy, pomimo tego, że zawsze wiemy jak ten proces przebiegał? Czy w ocenie dzieła powinno się brać pod uwagę intencje autora?
- Czy dzieło sztuki może zawierać znaczenia, których autor nie jest nawet świadomy?
- Jaką wiedzę o świecie można uzyskać koncentrując się na samym dziele, w izolacji od autora i kontekstu społecznego?

- Jaką wagę dla osobistego rozwoju etycznego może posiadać czytanie literatury?
- Co uważamy za dowód w dziedzinie studiów nad literaturą?
- Co gubi się w przekładzie dzieła z jednego języka na inny? Dlaczego tak się dzieje?
- Czy literatura może wyrażać prawdy niemożliwe do wyrażenia w inny sposób? Jeśli tak, to jakiego typu są to prawdy? Jak taka forma wyrazu różni się od prawd wyrażanych w innych dziedzinach wiedzy?

Where can I find more information about the course?

Please download the language A: Literature course outline for more information. Please also feel free to email the literature teacher at a.zolkos@bisc.krakow.pl

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