

## **Language A: Literature Year TWO (a.k.a. IB English 12)**

Mrs. J. Whitcher  
jwhitcher@sd43.bc.ca

Classroom 314/Office 2063  
300 Albert St., Port Moody, B.C. V3H 2M5

“Studies in language and literature...[is] built on the notion of conceptual learning in which students engage with central concepts of the discipline to become flexible, critical readers of all types of texts. The model represents the relationship between the three courses in studies of language and literature, their main topics of study, their central concepts, and the way they relate to the principles at the core of the IB Diploma Programme (DP).”

### **LANGUAGE, LITERATURE, PERFORMANCE**

**We study these while focusing on** → **Readers, writers, and texts**  
**Time and space**  
**Intertextuality: connecting texts**

Taking into consideration → Identity  
Culture  
Creativity  
Communication  
Representation  
Transformation  
Perspective

The aims of all subjects in studies in language and literature are to enable students to:

1. Engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures
2. Develop skills in listening, speaking, reading, writing, viewing, presenting and performing
3. Develop skills in interpretation, analysis and evaluation
4. Develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings
5. Develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues, and an appreciation of how they contribute to diverse responses and open up multiple meanings
6. Develop an understanding of the relationships between studies in language and literature and other disciplines
7. Communicate and collaborate in a confident and creative way
8. Foster a lifelong interest in and enjoyment of language and literature.

**It is important to:**

Be open to new ideas.

Ask questions.

Take the time to look at different perspectives, and share yours.

**With this, we will focus on:**

Author and character motivation contrasted with reader motivation and expectation.

Cultural expectations tied into historical practices, laws, and biases.

Students will need to be in-class, on-time, with all course materials, and prepared to participate in class discussions every day to make the most of the course. Students need to have pens (standard blue or black ink), paper, a duo tang, a straight-edge, and a three-ring binder with them every day, as well as any books that are being used and any homework that was assigned.

**The syllabus**

This course will be delivered over two years, and this outline is for the second year only.

Students will study at least 13 works over the two years: a minimum of five in their original language and a minimum of four works in translations, all from the Prescribed Reading List; the other four may be freely chosen by the teachers. Works must be from at least three different time periods, four different countries, and cover at least two continents. Four literary forms must be studied (Drama, Poetry, Prose: Fiction, Prose: Non-fiction). While the works selection studied will be provided, **I highly encourage you to investigate purchasing or finding these selections so that you can annotate them freely and not be restricted by the limited number of classroom resources**

**FIRST YEAR 2019-2020**

<b>AUTHOR</b>	<b>COUNTRY</b>	<b>GENDER</b>	<b>GENRE</b>	<b>CENTURY</b>	<b>CLASS</b>
Sophocles	Greece	Male	Drama	400 BC	All
Justice	Canada	Male	Non-Fiction	21 <sup>st</sup>	Whitcher
Angelou	USA	Female	Poetry	20 <sup>th</sup>	Whitcher
Hughes	USA	Male	Poetry	20 <sup>th</sup>	Leong
Ibsen	Norway	Male	Drama	19 <sup>th</sup>	All
Fitzgerald	USA	Male	Fiction	20 <sup>th</sup>	All
Yoshimoto	Japan	Female	Fiction	20 <sup>th</sup>	All

**SECOND YEAR 2020-2021**

<b>AUTHOR</b>	<b>COUNTRY</b>	<b>GENDER</b>	<b>GENRE</b>	<b>CENTURY</b>
Wagamese	Canada	Male	Fiction	21 <sup>st</sup>
McCarthy	USA	Male	Fiction	21 <sup>st</sup>
Orwell	Scotland	Male	Fiction	20 <sup>th</sup>
Frost	USA	Male	Poetry	20 <sup>th</sup>
Macbeth	England	Male	Drama	16 <sup>th</sup>
Bing Xin	China	Female	Poetry	20 <sup>th</sup>
Laurence	Canada	Female	Fiction	20 <sup>th</sup>
Choy	Canada	Male	Non-Fiction	20 <sup>th</sup>

One should be aware that all marks in the IB programme translate into a different mark breakdown than ministry assessments.

Level 1	0-49% (69%)
2	70-75%
3	76-85%
4	86-89%
5	90-95%
6	96-97%
7	98-100%

Rubrics for each of the programme assessments will be given to students in preparation for each assessment.

## **PROGRAMME ASSESSMENTS**

Students will have prepared their HL Essay during Year One, for internal projected assessment and feedback, but they may change their paper before it is to be submitted in Year Two. Teachers may not reassess or edit papers for students.

**Paper 1: Guided literary analysis** – two guided analyses of previously unseen literary extracts or texts. The paper consists of two literary passages, from two different literary forms, each accompanied by a question. Students write an analysis on each of the passages. **May 10**

~~**Paper 2: Comparative essay**~~ Paper 2 is removed due to pandemic circumstances for the 2021 end of programme.

**HL Essay:** An essay of 1200-1500 words exploring a line of inquiry in connection with a studied literary text or work. Students submit an essay on one literary text or work studied during the course.

**Individual Oral:** 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, to the following prompt:

Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied. **Nov 16th-27th**

# Language A: Studies in Literature Grade Descriptors

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## 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.

## PMSS Work Habits Criteria

For Informal and Formal Report Cards

Criteria	N	S	G
<b>Punctuality</b>	Consistently arrives late to class; not ready to start learning; misses part or the entire class lesson.	Usually arrives on time to class and ready to start learning.	Arrives on time to class and ready to start learning.
<b>Works Independently</b>	Distracts others; not on task; requires close supervision.	Usually focused on task; may need some supervision.	Remains on task without reminders; works quietly and efficiently.
<b>Initiative</b>	Has difficulty starting to work; doesn't ask for help; doesn't get caught up after absence; doesn't participate in class.	Participates when asked; begins to work when assignment given; works hard most of the time.	Volunteers to ask and answer questions; will help others; knows what needs to be done and does it.
<b>Homework</b>	A few assignments and homework complete; answers not checked or corrected.	Homework and assignments usually completed; answers are usually checked and corrected.	Homework and assignments complete; answers have been checked and corrections are made.
<b>Organization</b>	Little attempt to organize notebook or bring textbook, pencils, paper, homework, etc.	Needs some organization of notebook; supplies and materials usually brought to class.	Notebook is organized and complete; supplies and materials present; keeps track of all homework, assignments and important dates.
<b>Teamwork</b>	Interrupts, distracts, or disrupts the learning environment; difficulty working a team.	Usually cooperative; participates and follows the lead of others.	Consistently demonstrates cooperation, respect, and leadership.

It is **never** acceptable to miss a class to study for an assessment or to finish an assignment in another class. It is expected that you are able to manage your work load effectively throughout the two-year program. Doing so will result in a "Needs Improvement" work habit on your report card, which can jeopardize your standing in the IB Diploma program.