

Diploma Programme subject outline—studies in language and literature			
School name	Haganässkolan	School code	051587
Name of the DP subject <i>(indicate the language)</i>	English A language and literature		
Level <i>(indicate with X)</i>	Higher <input checked="" type="checkbox"/>	Standard completed in two years <input checked="" type="checkbox"/>	Standard completed in one year * <input type="checkbox"/>
Name of the teacher who completed this outline	Anna Lindh	Date of IB training	24-25 May 2019
Date when outline was completed	March 2019	Name of workshop <i>(indicate name of subject and workshop category)</i>	Lang A Lang and Lit Cluster Workshop (new syllabus)

\* All Diploma Programme courses are designed as two-year learning experiences. However, up to two standard level subjects, excluding languages ab initio and pilot subjects, can be completed in one year, according to conditions established in the *Diploma Programme Assessment procedures*.

**1. Indicate the works chosen.**

Language A: language and literature	
Standard level	Higher level
Carol Ann Duffy – A world’s wife	Carol Ann Duffy – A world’s wife
George Orwell - 1984	George Orwell - 1984
Henrik Ibsen - A doll’s house	Henrik Ibsen - A doll’s house
Song lyrics or the Great Gatsby	song lyrics or the Great Gatsby
	Isabel Allende
	Jeanette Winterson – Oranges are not the only fruit

*Literature is subject to change depending on the cohort and their interests as a group.*

2. Course outline

	Topic  (make organizing principle of the course clear—areas of exploration, central concepts, inquiry questions or other)  <i>State the topics in the order you are planning to teach them.</i>	Contents	Allocated time		Assessment instruments to be used	Resources  <i>List the main resources to be used, including information technology if applicable.</i>	ATL Explicit teaching Where Applicable  <i>(communication, social, self management-organization, self management-affective skills, self-management-reflection, research-info and media literacy, thinking-critical thinking, thinking-transfer thinking)</i>
			2 # classes a week	SL 2h # hours per week			
Year 1	Introduction to language and literature  Readers, writers and texts: SL HL  Intertextuality: HL	Introduce the different concepts and areas of exploration. Discuss the core of the course Go through different text types. e.g. speech, article, letter  Focus on language, structure and stylistic devices Purpose of the text.  HL Oranges are not the only fruit by Jeanette Wintersson Discuss different ways to read the book  The bible and oranges are not the only fruit  SL/HL Looking at different ads which deals with discrimination (connect it to time and space)	August-October   September-October   October		Presentations of the concepts – connecting them to different texts  Practice analysing text in front of the class – preparing for the IO  Mock paper 2 – in Dec 2019	Obama’s inauguration speech Trump’s inauguration speech Rose McGowan’s speech MeToo  Oranges are not the only fruit by Jeanette Wintersson  Inthinking  Articles from BBC, CNN, FOX NEWS, South China Morning Post, Aljazeera  Nathan Pyle – comic strips  Bowling for Columbine – Michael Moore  Candide - Voltaire  Speeches/interviews by Andrew Keen	Self management organization  Reflective thinking
	Readers, writers and texts SL/HL	SL/HL 1984 by George Orwell Understanding the context of the book 1984 and the context in which George Orwell lived.  SL/HL Different criticism: Reader-response criticism, social literary criticism, feminist literary criticism  SL/HL Persuasive texts Sensationism in today’s media Euphemism  Literary features – plot, setting, narration, theme  SL/HL Discuss the contemporary surveillance. Media – articles dealing with China’s prison camps. Comparing sources from different countries.  How can we spot bias?  HL Analyse comic strips Does humour change?	October-November   November-December   November			Communication Social  Research info  Media literacy	

	<p>Intertextuality: SL/HL</p> <p>Time and Space: HL</p>	<p>SL/HL Bowling for Columbine Identity – How does identity of a writer influence their works and texts? (reader, writer and text) How does your identity as a reader shape your understanding of works and texts? Bowling for columbine - power, values,  Bias  Authenticity  Borrowing from other texts – with what effect  Fake news  HL: Candide: The age of reason New way of looking at the world. How does that effect writer, reader?</p> <p>SL/HL Understanding of the 7 concepts – team work.</p> <p>SL/HL intertextuality Opinion column – understanding the text type – write their own</p> <p>HL paper 2</p>	<p>January-February</p> <p>February</p> <p>March</p>			<p>Thinking critical</p> <p>Media literacy</p>
	<p>Intertextuality SL/HL</p> <p>Reader, writers and texts: SL/HL</p>	<p>SL/HL Analysing poetry – Carol Ann Duffy  Looking at the ways Carol Ann Duffy borrows from other texts  HL Internet – memes, Andrew Keen- speeches/interviews Internet culture, identity  HL Prepare for the higher level essay- practice  SL/HL Advertisements – Gucci – culture stereotyping of women and men Communication, representation</p>	<p>April-May</p> <p>May</p> <p>May</p>			<p>Reflective thinking</p>

Year 2	Intertextuality SL/HL	HL – higher level essay	August-September			Self management affective skills
	Readers, writers and texts SL/HL	SL/HL - Poems by Carol Ann Duffy	August-September			
		SL/HL- Political campaigns	October-November			
		SL/HL - Film: Searching for Sugarman	November-December			
	SL/HL - Song Lyrics by Rodriguez	December-January				
	SL/HL: IO					
	Time and Space SL/HL	SL/HL Literary: A doll's house by Henrik Ibsen	January-February			
		SL/HL Non-literary: Guide books	February-March			
		SL/HL paper 1 and paper 2 mini unit of study.	March			
		Mocks				
	Revision	Revision of the literary work	April			
	External exams	Revision of how to analyse different text types				
		Paper 1				
		Paper 2				
		Higher Level Essay				

### 3. IB Internal and external assessment requirements to be completed during the course

Briefly explain briefly how and when you will work on them. Include the date when you will first introduce the internal and external assessment requirements, when they will be due and how students will be prepared to complete them.

Date IA is introduced : 20190909      Date IA draft for comments due : 20201001      Date final IA is due : 20201201  
Date EA requirements introduced : 20200520      Date students will be prepared to complete EAs : 20200930

Brief explanation how you work with IA and EA :

IA - The students practice in the class analysing different text types, collaboration, individual. They record their analysis and submit the recording for feedback/feedforward. Connect the texts to different global issues. We discuss the concept of global issues What is a global issue?

EA - The students collaborate on how to connect the different text with the 7 concepts. Together they will create several lines of inquiries for the different text that have been studied. Discuss the lines of inquiry. Write an outline on two of the lines of inquiry.

### 4. Links to TOK

You are expected to explore links between the topics of your subject and TOK. As an example of how you would do this, choose one topic from your course outline that would allow your students to make links with TOK. Describe how you

would plan the lesson.

Topic	Link with TOK (including description of lesson plan)
	<ul style="list-style-type: none"> <li>• How much of the knowledge we construct through reading a text is determined by authorial intention, by the reader's cultural assumptions and by the purpose valued for a text in a community of readers?</li> </ul> <p>The students are given several articles dealing with the same topic from different newspapers. The newspapers come from countries with different interest in the issue. The students are not told about the context.</p> <p>They read an article each. When they have read the article their task is to tell the other students about the purpose of the article. I have the benefit of having students from several different backgrounds. Which hopefully results in a discussion about the articles purpose and understanding of the issue</p> <p>The students will then be given the content of the different articles and the countries interest in the specific issue. They are asked to reread the article and reflect on how more knowledge about the article, author and the community in which the article is written might change their way of reading the article</p>

#### 5. International mindedness

Every IB course should contribute to the development of international-mindedness in students. As an example of how you would do this, choose one topic from your outline that would allow your students to analyse it from different cultural perspectives. Briefly explain the reason for your choice and what resources you will use to achieve this goal.

Topic	Contribution to the development of international mindedness (including resources you will use)
Readers, writers and texts	<p>Searching for Sugarman and Song Lyrics by Rodriguez</p> <p>Reading and analysing the song lyrics by Rodriguez will give the students their own perspective of the content and its meaning. Knowing that he wrote them in USA in one of the big industrial cities and coming from the working class will add additional layers to their way of reading and understanding the song lyrics.</p> <p>When the students have created an understanding of the song lyrics, the film Searching for Sugarman will be shown to them. Watching the film will create an awareness of how a text can be understood and accepted in a different way when there is no knowledge of the context of the author. The students will as well get an understanding on how certain issues are global. An understanding of how restrictions in a country of what is published can affect its population</p>

#### 6. Development of the IB learner profile

Through the course it is also expected that students will develop the attributes of the IB learner profile. As an example of how you would do this, choose one topic from your course outline and explain how the contents and related skills would pursue the development of any attribute(s) of the IB learner profile that you will identify.

Topic	Contribution to the development of the attribute(s) of the IB learner profile
1984 by George Orwell Literary theories	<p>1984 by George Orwell</p> <p>Knowledgeable: The students will be taught different literary theories from the teacher. The students will have to show their knowledge in a book circle in the class.</p> <p>Communicators: The students will take part in a book circle. They will work in pairs. Each pair will focus on one literary theory. They will discuss the book from that perspective. The discussion will be held in groups of 8. There will be a representation of four different literary theories in each book circle. This requires them to listen to the other students' perspectives of the book 1984.</p> <p>Reflective: The final part will be to choose a suitable question from paper 2 and approach the question from the four different perspectives connecting it to the book , 1984</p>

#### 7. Resources

Are instructional materials and other resources (for example, equipment for recording if you teach languages A or room for the performance aspect if you teach literature and performance) available in sufficient quality, quantity and variety to give effective support to the aims and methods of the courses? Briefly describe what plans are in place if changes are needed.

It is sufficient  
The students have their own laptop. They have their own copies of the book.

**This portion of the course outline highlights our IB practices. Each section gives a taste or example of how we meet the IB standards and practices in our program.**

### **Inquiry (Approaches to Teaching 1)**

You will be given opportunities to follow your interests, actively explore, or make your own choices in certain circumstances:

If you are very interested in this subject, you might wish to have certain CAS experiences that are quite connected to this subject. Some examples are:

Creativity: write poetry. Either challenge yourselves in expressing your thoughts and feelings in poems or challenge the way poems are written.

Service: supporting your fellow students on how to analyse different text types.

### **Conceptual focus (Approaches to Teaching 2)**

Research shows that when learning focuses on conceptual understanding, the learning is richer and more sustained. Here are some examples of places in the course where we work rather explicitly to develop conceptual understanding:

When we work with different text types literary and non-literary texts you will become aware of the different perspectives different text can have on the same topic. Perception is as well discussed when reading the texts. How can text be perceived differently? You will get knowledge about different cultures which the texts are written/created in.

### **Local and/or Global links (Approaches to Teaching 3)**

Global relevance is at the heart of the DP curriculum, within nearly every subject guide, the content is already baked in. But here are some of the local links we will make in our subject:

The local links are a part of the Global links. You will be familiar with how a global issue can affect us globally as well as locally. When reading the book *Oranges are not the only fruit* you will discuss the LGBTQR rights.

We will discuss the situation in Sweden.

*(if you'd like to highlight global links, go for it)*

### **Collaboration (Approaches to Teaching 4)**

Sometimes what you will be learning will be linked to another subject area and sometimes we as teachers like to collaborate to articulate those links for you, we find it can make learning more meaningful. How we do this may vary from year to year, but here is an example of places in the curriculum where you might find that we will work in an interdisciplinary fashion:

You will benefit from having an understanding of different countries and their cultures. The knowledge which you will gain in global politics is useful in language and literature. You will discuss different theories such as Marxism, Socialism etc., which is applicable in literature as well.

In business management you will come across the concept of ethics. The knowledge you will get from the discussions you will have in BM concerning ethics can be used in language and literature as well.

We will also collaborate, you and I as the teacher on certain parts of the course. Some examples are:

We will do practice papers together on the white board. We will together discuss different global issues which can be connected to the texts we will read in class.

And there will be times you collaborate with your classmates, such as:

Discussing the texts to get an understanding of how texts can be perceived by others. You will analyse texts together and present it to the rest of the class.

### **Removal of barriers to learning: (Approaches to Teaching 5)**

We all have our strengths and areas to develop. If you are experiencing some form of barrier to your learning, here is what I expect you will do:  
I expect you to come and talk to me so we can discuss how we can come up with a plan to move forward.

If I or another teacher detects that there might be a barrier to your learning, we will follow our [Inclusion Policy](#).

### **Varied assessment (Approaches to Assessment 2)**

These are the kinds of assessments used in this course (*prior to official IB assessments and including mocks*) :

Individual Oral which is an internal assessment. It is a 10-minutes presentation which will focus on how a global issue is represented in a literary work as well as in a non-literary work.

External assessment:

Paper 1, which is an analysis of an unseen non-literary text for SL. HL will write two analyses of two different texts.

Paper 2, which is a comparative analysis of two literary texts studied in class.

HL-essay

Formative assessments:

We will write shorter analysis in class, and you will do practice IOs as presentation in front of the class.

The summative assessment, you will each semester do a practice paper 1 and a practice paper 2.

You will do a practice IO in DP1.

Summative assessments allow for you to **consolidate your learning**, some examples of summative assessments in this course are:

You will each semester do a practice paper 1 and a practice paper 2.

You will do a practice IO in DP1.

Here is some information about how your work will be marked or assessed:

The formative and summative assessment will be marked or graded in similar ways.

Your IO will be graded immediately after it is done. We will book half an hour for presentation and feedback. When you are done with the IO we will go through the marking criteria together. You will be given feedback on what you will need to develop.

The papers will be graded from the marking criteria and you will be given comments based on the different criterion.

### **Feedback (Approaches to Assessment 1)**

You can expect to receive feedback from me on formative and summative assessments in this way:

You can expect to be given feedback in written on your papers. You can expect me to give feedback to the entire class. I will give you oral feedback as well when you are working with assignments.

You will also have an opportunity to give feedback to me in this subject, here is how:

I would like to have continuous feedback through the course. I will give you specific times to discuss the course with me. You will write your feedback on the white board when I am not present in the classroom. When I am back in the classroom, we will together in the class discuss your feedback. This will be done one time per semester.

By the end of each school year you will fill in a survey anonymous.

*\*\* (this may be something we co-create so wait on this one for a minute)*

To get to know our Assessment Policy in better detail, you can find it [here](#).