







***Course Overview***

The Group 1 Language A: Language and Literature course aims to develop skills of textual analysis and the understanding that texts, both literary and non-literary, can relate to culturally determined reading practices. The course also encourages students to question the meaning generated by language and texts. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception. The study of literature in translation from other cultures is especially important to IB DP students because it contributes to a global perspective. Texts are chosen from a variety of sources, genres and media.

***Learning Outcomes***

The aims of the English A: Language and Literature course at SL and HL 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, and presenting
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

***Unit Overviews***

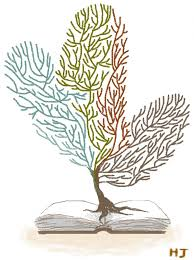
**Unit #1 - “Me, Myself and I: Exploring our Notions of Self”**

*Approximate Length: September 2019 - January 2020*

**Area of Exploration: Intertextuality**

*“I will not deny that language is based on difference; rather I will argue that it is also based on reference.”*

*- Robert Scholes*



**Unit description:** The first area of exploration being tackled in DP English is intertextuality - the study of how texts interact with one another. Students will make connections between a variety of literary and non-literary texts as they examine how individual identity is constructed by the individual first and further manipulated by the media. The notion of self, identity and human nature will begin firstly by exploring the classical myth of Narcissus, using this as a foundational text that will be a reference point for other texts used in this area of exploration. Students will continue building on their skills of analysis and appreciation of stylistic choices, using accessible texts like song lyrics of Kendrick Lamar, the winner of the 2018 Pulitzer Prize for music, as well as a variety of news articles, blogs, advertisements, and other non-literary texts . This part of the course will introduce skills needed for Paper 1 as well as the Individual Oral.

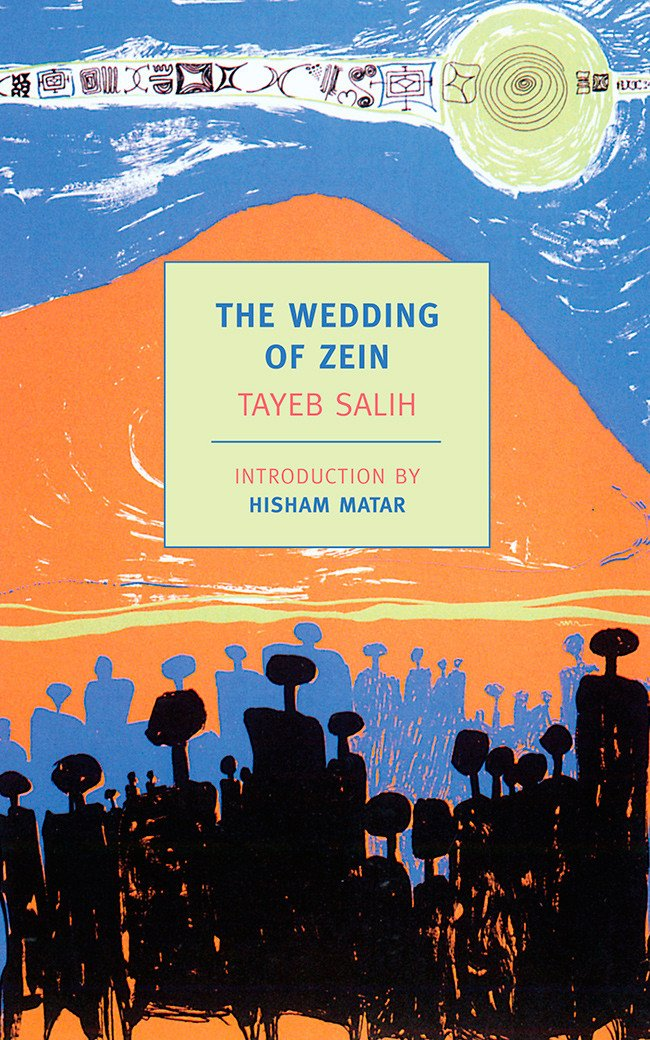
**Learning outcomes:**

* Key concepts explored: perspective, transformation, representation
* Who am I? How is the self constructed? Who defines me?
* How does the 21st century media define us?
* How are stereotypes perpetuated and defied?

**Unit #2 – “Fear of the Other”: Why are we so afraid of difference?**

*Approximate Length: February - May 2020*



**Area of Exploration: Readers, Writers and Texts**

*“A word after a word after a word is power.”*

*- Margaret Atwood*

**Unit description:** 

The second area of exploration builds on the previous unit’s emphasis on identity, shifting our focus from ‘how is the self constructed?’ to ‘why do we fear “the other”?’ Conceptually, students will grapple with what makes someone or something “the other” and explore a variety of non-literary and literary texts. Assessments include the ongoing development of **Paper 1 skills**, as well as the **Individual Oral.**

**Learning outcomes:**

* Key concepts: culture, communication, representation
* Set literary texts: William Shakespeare’s Othello, Selected Poetry by Grace Nichols, Tayeb Salih’s short stories (HL only)
* Conceptual questions: Why are humans so afraid of difference?
* What is fear? How do we define “the other”?
* Variety of modes of communication/ text types and how to identify context, audience and purpose
* The educational, political or ideological influence of the media
* The ways in which mass media uses language and image to inform, persuade or entertain

**Unit 3: Texts in Context - Comparative Novel Study**

*Approximate Length: September 2020 - February 2021*

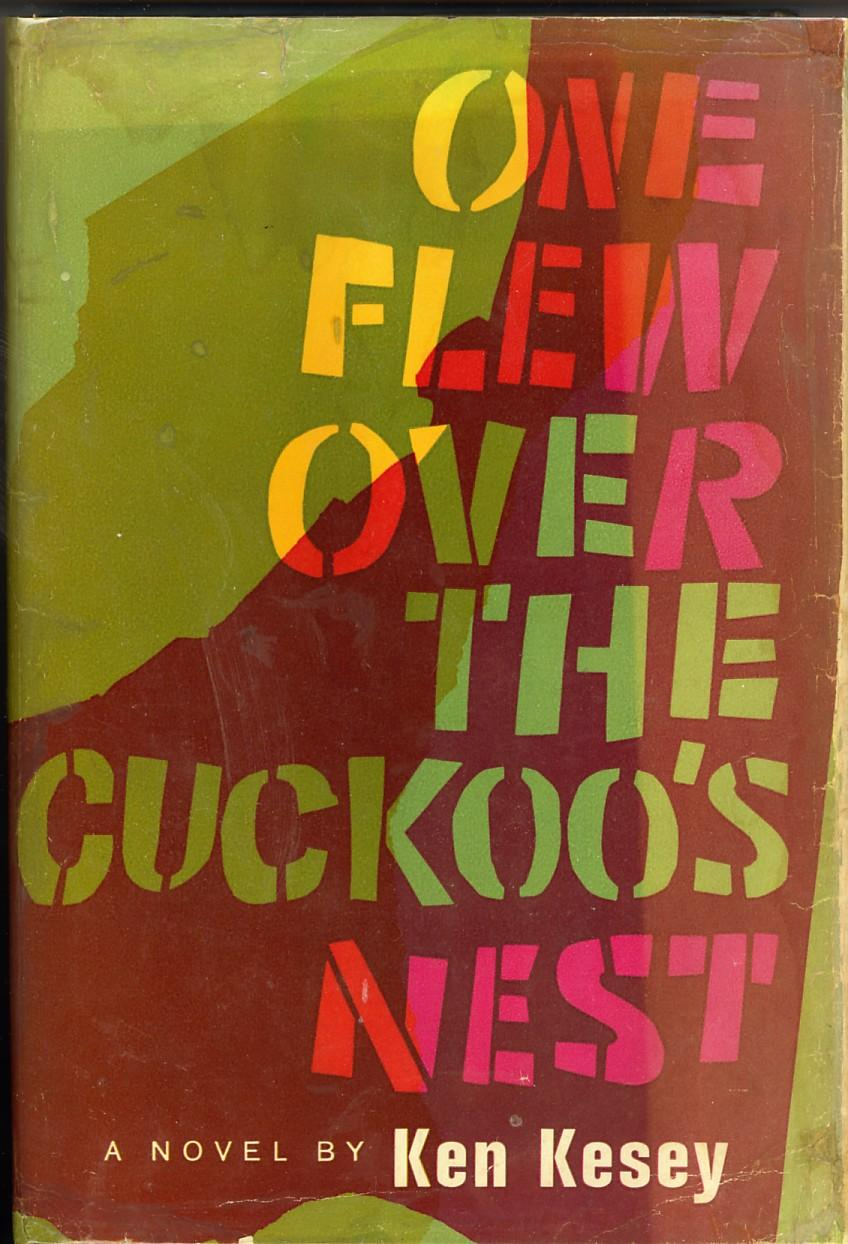
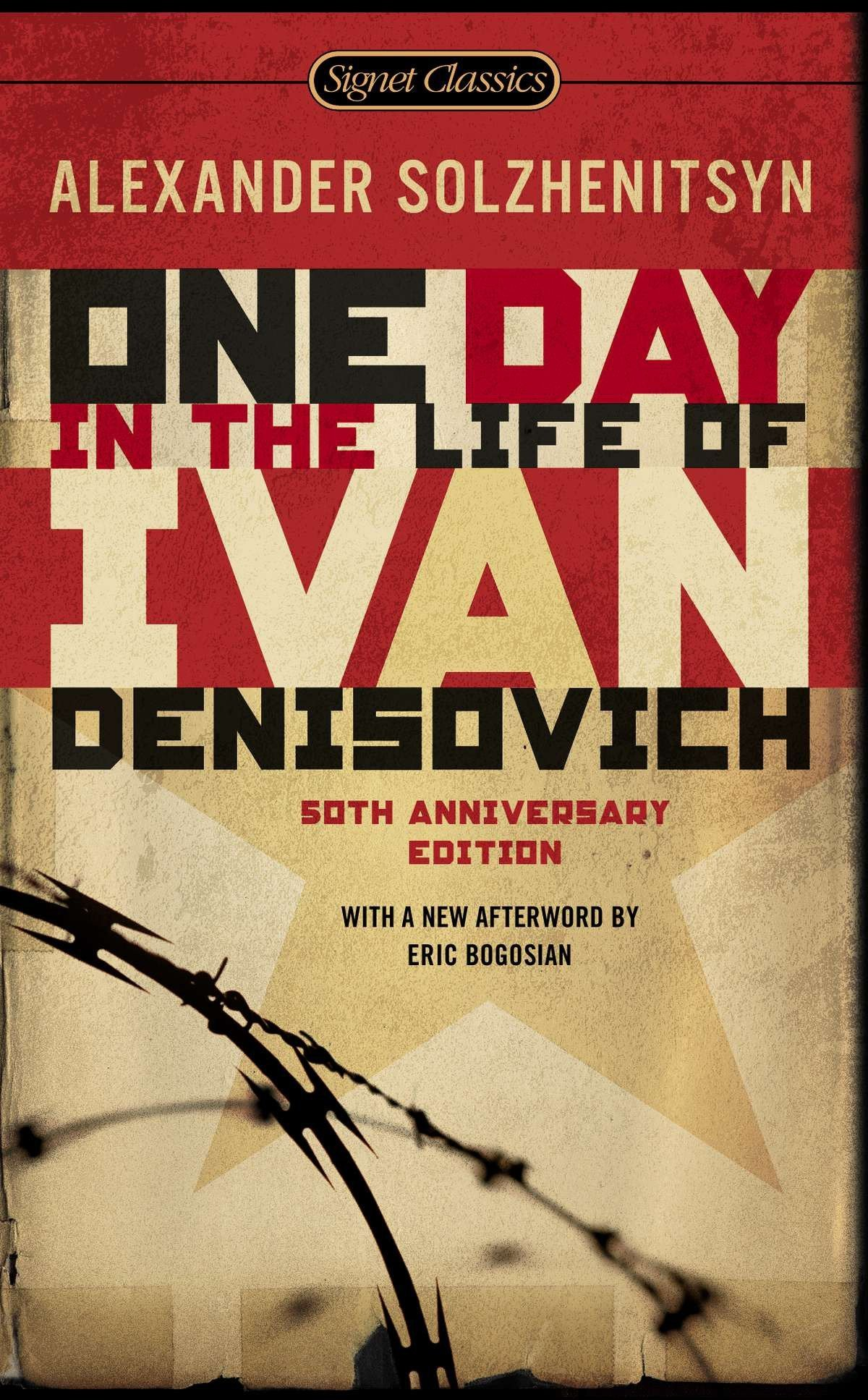
**Area of Exploration: Time and Space**

*“I think the use of language is a very important means by which this species, because of its biological nature, created a kind of social space, to place itself in interactions with other people.”*

*-Noam Chomsky*



**Unit description:**

This unit is an exploration of how **context informs the reader’s understanding of a text**. The term *context* is pivotal to the study of this unit, students will research and develop a deep understanding of the term on multiple levels, including: authorial context, context of production vs reception, personal, cultural, political and historical context, to name a few. Students examine the **aftermath of the Cold War** and how this evolved into ‘**the Age of Anxiety’** - reflected in the two literary texts all Grade 12 students will read and study: Alexandr’s Solzhenitsyn’s One Day in the Life of Ivan Denisovich and Ken Kesey’s One Flew Over the Cuckoo’s Nest. Using a thematic approach, both texts will be compared and contrasted in preparation for this unit of study’s final assessment - **Paper 2 - the comparative essay**.

**Learning outcomes:**

* Key concepts: culture, creativity, perspective, identity
* historical, cultural and social contexts in which texts are written and received
* relationship between context and formal elements of the text, genre and structure
* attitudes and values expressed by literary texts and their impact on readers

***Assessment***

Students will be evaluated using formative and summative assessments. The purpose of formative assessments and homework is to prepare students for summative assessments. Formative assessments will take many forms with the goal of scaffolding the knowledge, skills and the critical thinking required to successfully complete summative assessments. All summative assessments will be graded on the 1-7 IB scale. All reports will reflect the IB 1-7 grading scale and will be based the best-fit approach to assessment.

Grade Boundaries for each summative will be published to students by the teacher after the summative assessments are graded.

***IB Component Breakdown***

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessments in DP Language & Literature A** | | | |
| **Description of Assessment** | **Standard Level** | **Higher Level** | |
| **Paper 1: Guided Textual Analysis**   * This paper is ***externally assessed*.** * It consists of two previously unseen **non-literary passages**, from two different text types, each accompanied by a guiding question. * SL and HL will get the **same** extracts. * SL students are to choose **one passage** and write an analysis of it. * HL students are to write a **separate guided analysis on each passage**. * HL commentaries are separately assessed and then **averaged**. | 1 hour 15 mins  20 marks  **35%** | 2 hours 15 mins  40 marks  **35%** | |
| **Paper 2: Comparative Essay**   * This paper is ***externally assessed*.** * It consists of **four general questions**. * Students will write a comparative essay responding to **one** question. * Response is based on **two works** studied in the course. | 1 hour 45 mins  30 marks  **35%** | 1 hour 45 mins  30 marks  **25%** | |
| **Individual Oral**   * This oral is ***internally assessed*** and ***externally moderated***. * Supported by an extract from **one non-literary text** AND **one from a literary work**. * Students will offer a **prepared response** of 10 mins, followed by 5 mins of questions by the teacher. * Answering 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 texts that you have studied.*” | 15 mins  40 marks  **30%** | 15 mins  40 marks  **20%** | |
| **Essay (HL only)**   * Students submit **a formal, academic essay** that develops a particular **line of inquiry** of their own choice. * Texts chosen can be non-literary/collection of non-literary texts by one author, OR literary text/work studied during the course - chosen in consultation with teacher. * Construct a **focus, analytical argument** examining the work from a broad literary or linguistic perspective. * This task is planned, drafted and re-drafted. | N/A | 1200 - 1500 words  20 marks  **20%** | |

***Course Grade Descriptors***

While we will look carefully at the grades students have achieved on the various assessments, ultimately, quarterly grades as well as predicted grades will be based on the following grade descriptors.

**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).

\*Demonstrates refined appreciation of literary style and a full engagement with the act of transforming literature into performance;

the personal qualities necessary to work with others in a purposeful and effective manner.

**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).

\*Demonstrates clear appreciation of literary style and a solid engagement with the act of transforming literature into performance;

willingness to work with others in a constructive manner.

**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).

\*Demonstrates an appreciation of literary style and an engagement with the act of transforming literature into performance; recognizable involvement to work with others in a cooperative manner.

**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.

\*Demonstrates some appreciation of literary style and some commitment in the act of transforming literature into performance; an acceptance of the need to work with others.

**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.

\*Demonstrates little appreciation of literary style and modest commitment to the act of transforming literature into performance; little apparent attempt to work with others effectively.

**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.

\*Demonstrates very little appreciation of literary style and little commitment to the act of transforming literature into performance; sparse evidence of involvement in working with others effectively.

**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.

\*Demonstrates very little appreciation of literary style and negligible involvement with the act of transforming literature into performance; inability to work with others.

\* Applies to literature and performance only.

***Student Responsibilities***

***Academic Honesty***

As the IB (2009) notes, “The candidates are responsible for ensuring that the final version of any work is authentic. Candidates themselves must bear the consequences if they submit any work for assessment that is not their own, regardless of whether the plagiarism was deliberate or the result of poor research skills. The same principle applies to collusion.”

The IB (2009) defines malpractice in the following ways:

* plagiarism: this is defined as the representation of the *ideas or work* of another person as the candidate’s own. Students can avoid plagiarism by properly acknowledging both direct quotes, images, etc. as well as the ideas of others.
* collusion: this is defined as supporting malpractice by another student, as in allowing one’s work to be copied or submitted for assessment by another
* duplication of work: this is defined as the presentation of the same work for different assessment components and/or diploma requirements
* any other behaviour that gains an unfair advantage for a student or that affects the results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record).

**Protocol For In-School Academic Malpractice**

The following steps will be followed in cases of malpractice:

1. Teachers will advise students of suspicion of misconduct
2. A record of the incident will be forwarded to the Diploma Programme Coordinator
3. The Diploma Programme Coordinator will discuss the incident with the teacher
4. The Diploma Programme Coordinator will interview the student involved
5. The Diploma Programme Coordinator will action appropriate disciplinary measures commensurate to the offense making note of the incident in the SIS which will in turn prompt a communication with parents.

**Malpractice on Assessments to be Submitted to the IB**

According to the Academic Honesty (2009) document, in cases of malpractice on assessments or exam that are intended for submission to the IB, the following protocol has been put in place.

Once a candidate has submitted his or her work to a teacher (or the coordinator) for external or internal assessment together with the coversheet signed (or authenticated electronically) to the effect that it is the final version of the work, neither the work nor the coversheet can be retracted by the candidate. If the candidate is subsequently suspected of plagiarism or collusion, it is no defense to claim that the incorrect version of the work was submitted for assessment.

After a candidate has signed and dated the cover sheet (or authenticated electronically)to the effect that his or her work is authentic and constitutes the final version of that work, the candidate’s teacher (or supervisor in the case of an extended essay) must also sign and date the coversheet to the effect that to the best of his or her knowledge it is the authentic work of the candidate. Any suspicion of malpractice that arises after the candidate has signed the cover sheet must be reported to the coordinator help desk at IB Cardiff for investigation. However, if there is no tangible evidence of malpractice (such as the source of plagiarism) the candidate must be given the benefit of any doubt and the cover sheet must be signed by the teacher/supervisor. It is not acceptable for the teacher to:

* delete the declaration and then sign the cover sheet
* submit the work for assessment without his or her signature
* sign the declaration and then write comments on the work or cover sheet that raise doubts about the work’s authenticity.
* In the above circumstances the IB will not accept the work for assessment (or moderation) unless confirmation is received from the school that the candidate’s work is authentic.

If a teacher is unwilling to sign a cover sheet owing to a suspicion of malpractice, the matter must be resolved within the school. The coordinator has the option of informing the coordinator help desk that the work will not be submitted on behalf of the candidate (resulting in no grade being awarded for the subject or diploma requirement).

**Malpractice in Testing Situations:**

Students may not:

* take unauthorized material into an examination room (see below)
* leave and/or access unauthorized material in a bathroom/restroom that may be visited during a test
* pass on information to another student about the content of an examination, this includes facilitating the exchange information between other students in any way
* steal examination papers
* using an unauthorized calculator during an examination

Students must not have unauthorized material (for example, own rough paper, notes, a mobile/cell phone or an electronic device other than a permitted calculator) in their possession during a testing situation. “In their possession” may be taken to mean on the person of the student, in the student’s immediate proximity (such as on the floor or desk) or placed somewhere (such as a bathroom/restroom) for access during the test. It is very important to note that guilt will be confirmed by the school administration regardless of whether this material is used, was or was not intended for use or contains information relevant or potentially relevant to the test. The actual possession of unauthorized material constitutes malpractice; the school administration is not required to establish whether the student used or intended to use the material. No leniency is shown to a candidate who claims that they were unaware the material was in their possession.

The full GWA DP/CP Academic Honesty Policy is located [here](https://docs.google.com/a/ood.gemsedu.com/document/d/14_D19IoHchA5BTatQwOepeLB5ZDX4AnWHxNOqdAz_5A/edit?usp=sharing).

***Late Assessment Policy***

Late Assessments:

Should a student not complete a summative assessment on time (this includes summative drafts) teachers will:

● Speak with the student to find out why the assessment has not been submitted.

● An email home will be sent to parents detailing the missed assessment and the student will be asked to stay in school until it is completed.

● If the assessment is pending, once received, they log the infraction in the “reward and conduct” tab in iSAMS regarding the tardiness of the assessment.

o Note: in the case of pending assessments, any arrangements with students will not exceed 24 hours.

● If a student does not attend after school to work on the assessment, the teacher will confer with the student and, if necessary, refer the incident to the Grade Leader. The Grade Leader will discuss the situation with the student to see if support is required or consequences need to be imposed. The Grade Leader will subsequently record the incident in iSAMS. Further incidents of truancy will be escalated to the Secondary School Administration.

● If there is a second incident of a late submission of an assessment, the teacher will report it in an email to the Grade Leader who may contact parents for a meeting where you may be included. The Grade Leader will record their actions in iSAMS.

● Further incidents of late assessments will be reported to Grade Leaders who will forward the incident(s) to the Secondary School administration who, if warranted, will initiate an in-school suspension where students will complete the assessment until it is completed to standard. A record of the suspension will be recorded in iSAMS and prompt a communication with parents.

● Any subsequent incidents of late assessments will necessitate a parent meeting with a member of the Secondary School Administration to determine the best way forward.

Tests Absenteeism

● In cases where students are not in school on a test day, a communication from parents will be required.

● The student will need to present their teacher with a doctor’s note upon their return to class if the test is to be administered with no consequence.

● Should an authorized absence not be received, the student may not be permitted to write the test and an “NA” representing an “incomplete” will appear on the next quarterly report.

● If this incident reoccurs, the issue will be escalated to the Head of Senior School and will receive a ‘O’.

● Aside from school activities, all test absences will be recorded in iSAMS by the teacher with a note in the “record description” whether the test absence was authorized or not. The Grade Level Leader may follow-up with the student, if necessary.

***Teacher Assessment Commitments***

***All teachers will:***

* Provide feedback on all formative assessments within one calendar week of receipt.
* Post on Managebac (shaded in purple) any formative assessment (including homework) no later than 5:00PM the day it is assigned. If the formative assessment is not posted by this time there is no expectation that the assessment will be completed for the next day.
* Discuss with students prior to posting summative assessments and provide **at least one calendar week lead time** for students to prepare.
* Summative assessments will be posted on Managebac **at least one week in advance of the due date** (shaded in blue).
* Work collaboratively with their teacher colleagues and coordinator to work toward the goal of students having no more than two (2) summative assessments on a given day.
* Return summative assessments to students with feedback no later than **three calendar weeks** after the due date.
* Update Managebac immediately upon completion of marking/feedback.
* Communicate, in a timely fashion, with colleagues and administration about students who are turning in late formative and summative tasks in order to implement late assessment procedures, as outlined in the Assessment Policy. Late assessment procedures are outlined below.
* Communicate with parents when assignments/assessments are not turned in on the due date and clearly articulate the next steps for the student.

***Teacher Assessment Commitments***

***All teachers will:***

* Mark (grade and or provide narrative feedback) all formative assessments within one calendar week of receipt. Managebac will be updated in the same timeframe.
* Post on Managebac (shaded in purple) any formative assessment (including homework) no later than 5:00PM the day it is assigned. If the formative assessment is not posted by this time there is no expectation that the assessment will be completed for the next day.
* Discuss with students prior to posting summative assessments and provide at least one calendar week lead time for students to prepare. Summative assessments will be posted on Managebac at least one week in advance of the due date (shaded in blue).
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