



# Language A: language and literature subject outline

First examinations 2013

This document explains the major features of the course, and outlines the syllabus and assessment requirements.

More detailed information about the course can be obtained by referring to the guide for this subject, which is available on the subject page of the IB online curriculum centre (OCC) website (<http://occ.ibo.org>) and can also be purchased from the IB store (<http://store.ibo.org>).

# Aims

## Group 1 aims

The aims of **language A: literature** and **language A: language and literature** at SL and HL, and of **literature and performance** at SL 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.

## Language A: language and literature aims

In addition, the aims of the **language A: language and literature** course at SL and at HL are to:

8. develop in students an understanding of how language, culture and context determine the ways in which meaning is constructed in texts
9. encourage students to think critically about the different interactions between text, audience and purpose.

# Assessment objectives

There are four assessment objectives at SL and at HL for the **language A: language and literature** course.

1. Knowledge and understanding
  - Demonstrate knowledge and understanding of a range of texts
  - Demonstrate an understanding of the use of language, structure, technique and style
  - Demonstrate a critical understanding of the various ways in which the reader constructs meaning and of how context influences this constructed meaning
  - Demonstrate an understanding of how different perspectives influence the reading of a text
2. Application and analysis
  - Demonstrate an ability to choose a text type appropriate to the purpose required
  - Demonstrate an ability to use terminology relevant to the various text types studied
  - Demonstrate an ability to analyse the effects of language, structure, technique and style on the reader
  - Demonstrate an awareness of the ways in which the production and reception of texts contribute to their meanings
  - Demonstrate an ability to substantiate and justify ideas with relevant examples
3. Synthesis and evaluation
  - Demonstrate an ability to compare and contrast the formal elements, content and context of texts
  - Discuss the different ways in which language and image may be used in a range of texts
  - Demonstrate an ability to evaluate conflicting viewpoints within and about a text
  - **At HL only:** Produce a critical response evaluating some aspects of text, context and meaning
4. Selection and use of appropriate presentation and language skills
  - Demonstrate an ability to express ideas clearly and with fluency in both written and oral communication
  - Demonstrate an ability to use the oral and written forms of the language, in a range of styles, registers and situations
  - Demonstrate an ability to discuss and analyse texts in a focused and logical manner
  - **At HL only:** Demonstrate an ability to write a balanced, comparative analysis



## Syllabus outline

Syllabus component	Teaching hours	
	SL	HL
<b>Part 1: Language in cultural context</b> Texts are chosen from a variety of sources, genres and media.	40	60
<b>Part 2: Language and mass communication</b> Texts are chosen from a variety of sources, genres and media.	40	60
<b>Part 3: Literature—texts and contexts</b> SL: Two texts, one of which is a text in translation from the prescribed literature in translation (PLT) list and one, written in the language A studied, from the prescribed list of authors (PLA) for the language A studied, or chosen freely. HL: Three texts, one of which is a text in translation chosen from the prescribed literature in translation (PLT) list and one from the prescribed list of authors (PLA) for the language A studied. The other may be chosen freely.	40	70
<b>Part 4: Literature—critical study</b> SL: Two texts, both of which are chosen from the prescribed list of authors (PLA) for the language A studied. HL: Three texts, all of which are chosen from the prescribed list of authors (PLA) for the language A studied.	30	50
<b>Total teaching hours</b>	<b>150</b>	<b>240</b>

# Assessment outline—HL

## First examinations 2013

Assessment component	Weighting
<b>External assessment (4 hours)</b>	<b>70%</b>
<p><b>Paper 1: Comparative textual analysis (2 hours)</b> The paper consists of two pairs of unseen texts. Students write a comparative analysis of one pair of texts. (20 marks)</p>	<b>25%</b>
<p><b>Paper 2: Essay (2 hours)</b> In response to one of six questions students write an essay based on at least two of the literary texts studied in part 3. The questions are the same at SL but the assessment criteria are different. (25 marks)</p>	<b>25%</b>
<p><b>Written tasks</b> Students produce at least four written tasks based on material studied in the course. Students submit two of these tasks for external assessment. (20 marks for each task) One of the tasks submitted must be a critical response to one of the prescribed questions for the HL additional study. Each task must be 800–1,000 words in length plus a rationale of 200–300 words.</p>	<b>20%</b>
<b>Internal assessment</b>	<b>30%</b>
<p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p><b>Individual oral commentary</b> Students comment on an extract from a literary text studied in part 4 of the course. (30 marks) Students are given two guiding questions.</p>	<b>15%</b>
<p><b>Further oral activity</b> Students complete at least two further oral activities, one based on part 1 and one based on part 2 of the course. The mark of one further oral activity is submitted for final assessment. (30 marks)</p>	<b>15%</b>



## Part 1: Language in cultural context

In this part of the course students are given the opportunity to explore how language develops in specific cultural contexts, how it impacts on the world, and how language shapes both individual and group identity. Topics for stimulating approaches to the unit are listed below, each of which implies a range of vocabulary and writing styles with which students should become familiar.

Students studying this part of the course should pay particular attention to the role of language in relation to the many areas involved in the construction of meaning and understanding of particular issues in the world.

The study of language in cultural context aims to enable students to meet the following learning outcomes.

- **Analyse how audience and purpose affect the structure and content of texts.** Areas to be considered could include:
  - the use of persuasive language in political speeches
  - the features of SMS messages
  - postcolonial rereadings of texts.
- **Analyse the impact of language changes.** Points to be considered could include:
  - the impact of electronic communication on meaning
  - the influence of government policy
  - the emergence of new vocabulary from the language of groups (for example, young people)
  - the disappearance of vocabulary and of languages themselves.
- **Demonstrate an awareness of how language and meaning are shaped by culture and context.** Points to be considered could include:
  - the ways in which jargon and professional language are used
  - the ways in which language affirms identity
  - the status given to standard and non-standard forms of the language
  - the status of minority languages in multilingual societies.

The above learning outcomes are achieved through the study of texts in relation to some of the suggested topics listed below.

- Gender (inequality, constructions of masculinity and femininity)
- Sexuality (its construction through language)
- Language and communities (nation/region, subcultures)
- Language and the individual (multilingualism/bilingualism, language profile/identity)
- Language and power (linguistic imperialism, propaganda)
- History and evolution of the language (disappearing and revival languages, Creoles)
- Translation (what is added and what is lost)
- Language and knowledge (science and technology, argot and jargon)
- Language and social relations (social and professional status, race)
- Language and belief (religious discourse, mythology)
- Language and taboo (swearing, political correctness)

## Part 2: Language and mass communication

In part 2 students consider the way language is used in the media. Mass media include newspapers, magazines, the internet (for example, social networking), mobile telephony, radio and film. This section also addresses the issue of how the production and reception of texts is influenced by the medium through which they are delivered.

The study of language and mass communication means that students will be able to meet the following learning outcomes. While each of the learning outcomes must be covered, the examples provided are not prescriptive but are intended to provide guidance on the ways in which these learning outcomes can be incorporated into the teaching of part 2.

- **Examine different forms of communication within the media.** Areas to be considered could include:
  - advertising
  - news coverage
  - opinion
  - blogs
  - mobile media.
- **Show an awareness of the potential for educational, political or ideological influence of the media.** Areas to be considered could include:
  - public service broadcasting
  - campaigns
  - censorship
  - satire
  - propaganda.
- **Show the way mass media use language and image to inform, persuade or entertain.** Points to be considered could include:
  - the diversity of audiences
  - use of style and register
  - overt and covert forms of bias
  - layout and use of images
  - deliberate manipulation of audience
  - placement and the selection of platform.

The above learning outcomes can be achieved through the study of some of the suggested topics listed below.

- Textual bias (news reporting, sports coverage)
- Stereotypes (gender, ethnicity)
- Popular culture (comics, soap operas)
- Language and presentation of speeches and campaigns (elections, lobbying)
- Language and the state (public information, legislation)
- Media institutions (television channels, internet search engines)



## Syllabus content

---

- Role of editing (news bulletins, websites)
- Use of persuasive language (advertising, appeals)
- Arts and entertainment (radio and television drama, documentaries)

### Further guidance: Parts 1 and 2

A wide range of text types should be included to help students with analysis and production. The list of suggestions below is not exhaustive.

Advertisement	Encyclopedia entry	Parody
Appeal	Essay	Pastiche
Biography	Film/television	Photographs
Blog	Guide book	Radio broadcast
Brochure/leaflet	Interview	Report
Cartoon	Letter (formal)	Screenplay
Chart	Letter (informal)	Set of instructions
Database	Magazine article	Song lyric
Diagram	Manifesto	Speech
Diary	Memoir	Textbook
Editorial	News report	Travel writing
Electronic texts	Opinion column	

In addition to the text types mentioned above, literary genres may be used to complement the study of a topic in parts 1 and 2 but should not form the basis of the study. Short texts or extracts from a literary work will usually be more suitable than complete works.

## Part 3: Literature—texts and contexts

**Standard level:** At SL students study **two** literary texts.

- One text must be taken from the PLT list
- One text can be chosen freely— from the PLA or elsewhere—and must be written in the language A studied

**Higher level:** At HL students study **three** literary texts.

- One text must be taken from the PLT list
- One text must be from the PLA for the language A studied
- One text can be chosen freely—from the PLA, the PLT list or elsewhere—and may be in translation

Meaning in a text is shaped by culture and by the contexts of the circumstances of its production. It is also shaped by what the reader brings to it. Literary texts are not created in a vacuum but are influenced by social context, cultural heritage and historical change. Through the close reading of literary texts, students



are able to consider the relationship between literature and issues at large, such as gender, power and identity. Students should be encouraged to consider how texts build upon and transform the inherited literary and cultural traditions. The compulsory study of translated texts encourages students to reflect on their own cultural assumptions through an examination of work produced in other languages and cultures.

The study of literature—texts and contexts means that students will be able to meet the following learning outcomes.

- **Consider the changing historical, cultural and social contexts in which particular texts are written and received.** Areas to be considered could include:
  - the impact of different forms of publishing, for example, serialization
  - political pressure and censorship
  - dominant and minority social groups
  - the role of the individual and family in society
  - the impact of prevailing values and beliefs
  - protest and polemic.
- **Demonstrate how the formal elements of the text, genre and structure can not only be seen to influence meaning but can also be influenced by context.** Aspects to be considered could include:
  - narrative technique
  - characterization
  - elements of style and structure
  - poetic language.
- **Understand the attitudes and values expressed by literary texts and their impact on readers.** Students should be able to recognize that:
  - there can be very different readings of the same text
  - the context of reception, including the individual reader, influences the way a text is read
  - different values may be in contention within a text.

## Part 4: Literature—critical study

**Standard level:** Students study **two** literary texts, both of which must be taken from the PLA for the language A studied.

**Higher level:** Students study **three** literary texts, all of which must be taken from the PLA for the language A studied.

Close reading is considered to be a core skill in the understanding and interpretation of literature. By looking closely at the detail of literary texts, students develop awareness of their rich complexities and the intricacies of their construction.

The study of literature—critical study means that students will be able to meet the following learning outcomes.

- **Explore literary works in detail.** Points to be considered could include:
  - understand the explicit and implicit meanings in a text
  - identify and situate a text or an extract in the context of a larger work
  - respond to the key features of texts such as language, characterization and structure.

## Syllabus content

---

- **Analyse elements such as theme and the ethical stance or moral values of literary texts.** Issues to be considered could include:
  - identify the evidence in the text for a particular stance
  - consider point of view in different literary genres.
- **Understand and make appropriate use of literary terms.** Examples could include:
  - imagery
  - persona
  - tone
  - metaphor
  - irony.

### **Further guidance: Parts 3 and 4**

Teachers must comply with the requirements regarding literary genres, periods and, where applicable, place for parts 3 and 4 of the syllabus. At both SL and HL two genres, two places and two periods must be included in the school's syllabus for parts 3 and 4. The definitions of "period" and "place" are included in the PLA for the language A studied.



Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	There is little clarity, with many basic errors; little sense of register and style.
2	There is some clarity, though grammar, spelling and sentence structure are often inaccurate; some sense of register, style and appropriate vocabulary.
3	The use of language and the style are generally clear and effective, though there are some inaccuracies in grammar, spelling and sentence construction; generally appropriate in register, style and vocabulary.
4	The use of language and the style are clear and effective, with a good degree of accuracy; sentence construction and vocabulary are varied, showing a growing maturity of style; the register is appropriate.
5	The use of language and the style are very clear and effective, with a very good degree of accuracy; sentence construction and vocabulary are good; the style is confident and the register effective.

## External assessment details—HL

### Paper 1: Comparative textual analysis

**Duration:** 2 hours

**Weighting:** 25%

Paper 1 contains two pairs of previously unseen texts for comparative analysis. The pairing could include two non-literary texts or one literary and one non-literary text. There will never be two literary texts in a pair. Each pair will be linked in such a way that invites investigation of similarities and differences. Students are instructed to compare and analyse one of the pairs of texts, including comments on the similarities and differences between the texts, the significance of any possible contexts, audience and purpose, and the use of linguistic and literary devices.

A pair may include complete pieces of writing or extracts from longer pieces, or a combination of these. The provenance of all texts will be clearly indicated. One of the two pairs may include one visual text. This could be an image with or without written text. The texts for analysis are not necessarily related to specific parts of the syllabus. The links between texts will be varied and could include theme, genre features or narrative stance. Different text types are included, for example:

- advertisement
- opinion column
- extract from an essay
- electronic text (such as social networking sites, blogs)
- brochure (such as a public information leaflet)
- extract from a memoir, diary or other autobiographical text
- poem
- extract from a screenplay
- extract from a novel or short story

## External assessment

---

- press photograph
- satirical cartoon.

Students are required to analyse, compare and comment on the texts in the light of their understanding of audience and purpose. In order to achieve this, students need to analyse structure, language and style in addition to aspects such as text type, context, bias and/or ideological position.

The comparative analysis should be continuous and structured, include relevant examples from the texts and be balanced in its comments on the similarities and differences between the texts. Rather than simply listing formal aspects, students should focus on how such aspects are used to create particular effects.

The paper is assessed according to the assessment criteria published in this guide. The maximum mark for paper 1 is 20.

## Paper 2: Essay

**Duration: 2 hours**

**Weighting: 25%**

Paper 2 consists of six questions based on the literary texts studied in part 3 of the language A: language and literature course. Students are required to answer one question only.

The format of paper 2 and the six questions are the same for both SL and HL students. However, there are specific assessment criteria for each level, reflecting different expectations in terms of the complexity and depth of the students' responses.

Students will be expected to respond to questions in a way that shows their understanding of the learning outcomes demanded in part 3 of the course. They are expected to refer to at least two of the texts they have studied in class, analysing the works in the light of the way in which the contexts of production and reception affect their meaning. The following examples pinpoint some areas of discussion that students need to consider in their classwork while preparing for the assessment.

- Which social groups are omitted from a text, and what might this reflect about its production?
- What do you think of the assertion that the meaning of a text is fixed and does not change over time?
- How does a particular term or concept, such as childhood, change in the way it is represented in the texts you have studied?
- How is our critical perspective on literary texts affected by cultural practices?
- To what purpose do authors sometimes choose not to follow a chronological sequence of events in their literary works?
- How valid is the assertion that literature is a voice for the oppressed?
- To what extent is the critical approach taken to the analysis of a text itself influenced by specific cultural practices?

These ideas may be used interchangeably with those given at SL.

The paper is assessed according to the assessment criteria published in this guide. The maximum mark for paper 2 is 25.

## Written tasks

**Weighting: 20%**

A written task demonstrates the student's ability to choose an imaginative way of exploring an aspect of the material studied in the course. It must show a critical engagement with an aspect of a text or a topic.



Students complete at least four written tasks, two of which are submitted for external assessment.

The written tasks are assessed according to the assessment criteria published in this guide. The maximum mark for each written task is 20.

#### **Supervision and teacher assistance**

As part of the learning process, teachers can give advice to students on a first draft of the task. This advice should be in terms of the way in which the work could be improved, but this first draft must not be annotated or edited by the teacher. After making general comments on the first draft, teachers should not provide any further assistance.

#### **Formal requirements for tasks 1 and 2**

- One of the tasks submitted for external assessment must be a critical response to one of six prescribed questions (task 2).
- One of the tasks submitted for external assessment must be based on a literary text studied in part 3 or part 4 of the course. The other must be based on material studied in part 1 or part 2 of the course.
- Each task must be 800–1,000 words in length; task 1 should be accompanied by a rationale of 200–300 words, while task 2 should be accompanied by an outline, completed on the designated form that can be found in the *Handbook of Procedures for the Diploma Programme*. If the word limits are exceeded, the assessment will be based on the first 1,000 words of the task for both tasks 1 and 2, and on the first 300 words of the rationale for task 1."

#### **Formal requirements for task 1**

- The content of task 1 must relate to one of the four parts of the course.
- Students are free to choose a text type that is appropriate to the content of the task.
- A rationale must precede task 1.

**Note:** A formal essay is not an acceptable text type for task 1. Students are required to write an essay in paper 2 and in written task 2.

#### **Rationale**

The rationale is not included in the word count (800–1,000 words) for the written task and should be 200–300 words in length. Text titles or topics recorded on the rationale are expected to match those recorded on the coversheet.

In their rationale students must explain:

- how the content of the task is linked to a particular part of the course
- how the task is intended to explore particular aspects of the course
- the nature of the task chosen
- information about audience, purpose and the social, cultural or historical context in which the task is set.

The rationale should not only include knowledge about the text or topic studied, but also about the formal conventions of the text type produced and how they relate to the aims of the task.

### Practical requirements for task 1

Students may include illustrations in support of their work where this is appropriate. These must always be electronically embedded, not separately reproduced and physically attached. Written tasks submitted for assessment must be word processed and the electronic files must not exceed a maximum size, including any images, of 2 MB.

On the coversheet that precedes the task, students must include:

- student details
- examination session details
- the course summary (including details of each of the four parts studied)
- the total number of words for the task.

Both the student and teacher must sign the coversheet as a declaration that the task is the authentic work of the student.

The task must be written in the language A studied.

Students must acknowledge all sources used. Where appropriate—for example, when the task relies on the reader referring to stimulus material such as a key passage in a literary text, or an illustration, in order to understand what the student is attempting to do—the source material must be clearly referenced in a bibliography. These sources may be referred to by the examiner but will not be taken account of in the assessment; nevertheless they are important information for the assessor. In addition, this promotes good academic practice on the part of the student.

### The role of the teacher

- Provide guidance to students on the selection of the task, its development and level of challenge.
- Discuss the relationship between the written task and the stimulus material.
- Ensure that the topic is of an appropriate level of challenge and suitable to the length and focus of the task.

### Examples of task 1

The following are examples of possible written tasks. These are intended for guidance only and are neither exhaustive nor compulsory.

- A short story exploring a minor character's view of the main action of a literary text
- A public information document explaining the effects of new legislation on a community
- A diary entry in which a character from a work of fiction reveals his or her true feelings about another character or any aspects of the action of a literary text
- An episode from a literary text rewritten to place the action in another setting
- An opinion column that emphasizes the pervasiveness of female stereotyping in advertising and how these stereotypes are promoted for the purpose of raising company profits

### Aims of task 2

Task 2 takes the form of a critical response and is a requirement of the HL course only. The aims of task 2 are:

- to consider in greater detail the material studied in the four parts of the language A: language and literature course
- to reflect and question in greater depth the values, beliefs and attitudes that are implied in the texts studied



- to encourage students to view texts in a number of ways
- to enable students to give an individual response to the way in which texts can be understood in the light of the prescribed questions.

### Formal requirements for task 2

There are two prescribed questions for each of the areas of study listed below. Task 2 is a critical response to **one** of these six questions. The prescribed questions are designed to be as open as possible and are intended to highlight broad areas within which students can explore and develop their responses to the texts. The prescribed questions remain the same from session to session. See the section “Task 2—questions” in this guide.

The critical response is based on material studied in the course. This material could be a longer work such as a novel or a group of poems. It could also be a shorter text or texts such as a newspaper article or a sports blog. A rationale is **not** included with task 2. Instead, students are expected to complete an outline on a designated form that can be found in the *Handbook of procedures for the Diploma Programme*. This outline is submitted with the task for external assessment.

This outline must be completed in class time and must include:

- the prescribed question that has been chosen
- the title of the text(s) for analysis
- the part of the course to which the task refers
- three or four key points that explain the particular focus of the task.

Where appropriate, task 2 must reference, in a bibliography, the relevant support documentation such as the newspaper article or magazine advertisement on which it is based.

Where a complete shorter text is chosen (for example, a newspaper article or an advertisement from a magazine) students may refer to other texts to support their response.

The critical response is in the style of a formal essay and must be clearly structured with an introduction, clearly developed ideas or arguments and a conclusion.

### Practical requirements for task 2

In addition to these noted for task 1, students are required to:

- include, where appropriate, bibliographic reference to the text(s) on which the critical response is based when submitting the assessed work.

### Areas of study for task 2

In preparation for task 2, students must address one of the following areas of study, which correspond to the topics and material studied in the four parts of the course.

#### Reader, culture and text

Students are encouraged to consider that a text’s meaning is determined by the reader and by the cultural context. The interpretation of a text is dependent on various factors, including:

- the reader and producer’s cultural identity or identities
- age
- gender
- social status
- the historical and cultural settings of the text and its production
- aspects of language and translation.

**Power and privilege**

Students are encouraged to consider how and why social groups are represented in texts in particular ways. In addition, consideration may be given to who is excluded from or marginalized in a text, or whose views are silenced. Social groups could include:

- women
- adolescents
- senior citizens
- children
- immigrants
- ethnic minorities
- professions.

**Text and genre**

Students are encouraged to consider the genre in which a text is placed. Certain textual features belong to a particular genre and can be identified by a particular reader or audience. Writers make use of, or deviate from, particular conventions of genre in order to achieve particular effects. Students may also explore how texts borrow from other texts, and how texts can be re-imagined or reconstructed.

Examples of conventions of genre include:

- structure
- storyline
- characterization
- stylistic devices
- tone, mood and atmosphere
- register
- visual images and layout.

The following table gives examples of a possible range of tasks that could be selected for the four HL written tasks. This shows the wide range of ideas and texts that can be explored in a number of varied ways.

Written task and syllabus section	Possible title and description	Learning outcomes
Task 1, part 3 Submitted for assessment	"From a Doll's House to a Wasteland?", adding a scene to <i>A Doll's House</i> , exploring the consequences of Nora's decision to leave	Changing historical, cultural and social contexts in which texts are written and received  Attitudes and values expressed by texts
Task 2, part 1	"The Climate Change Debate", writing two pieces—one in the style of a left-of-centre ecology magazine, the other a right-wing political magazine. In the outline, explaining how language and argument are used differently	How audience and purpose affect the structure and content of texts  How language and meaning are shaped by culture and context
Task 3, parts 3 and 4	"Another Life", exploring aspects of a character in a literary text	Explore literary works in detail  Attitudes and values expressed by texts  Analyse theme and moral values in a text



Written task and syllabus section	Possible title and description	Learning outcomes
Task 4, parts 1 and 2  Submitted for assessment	Task 2, question 1: Reader, culture and text	How language and meaning are shaped by culture and context  How audience and purpose affect the structure and content of texts  How mass media use language to inform and persuade  Political and ideological influence of the media

### Task 2—questions

**Note:** Literary texts used can be any of the texts studied in the course and may be from the prescribed literature in translation (PLT) list.

#### Reader, culture and text

1. How could the text be read and interpreted differently by two different readers?

The following are examples of texts that may be studied for student responses to question 1.

- The study and analysis of possible readings of the final pages of part 1 of the novel *The Outsider* by a French and Algerian reader at the time of the Algerian war of independence
  - The study and analysis of possible readings of an extract from the screenplay of *La Grande Illusion* by a French public in the early 1930s and late 1930s
  - The study and analysis of a political speech by a world leader that excludes references to certain groups or issues (those excluded will read the speech differently)
  - The study and analysis of different views of an article on obesity (this article may be viewed differently by someone from a country with problems of poverty and famine and by someone from a wealthy consumer society)
2. If the text had been written in a different time or place or language or for a different audience, how and why might it differ?

The following are examples of texts that may be studied for student responses to question 2.

- An article from a newspaper and how it would be written in a different newspaper
- A comic book or graphic novel for teenagers in the 1950s rewritten for teenagers in the 21st century
- The study and analysis of a literary work on the theme of prejudice that highlights different assumptions about race, religion, and so on
- The study and analysis of an article about social class from a country that has a very hierarchical class structure (the significance of language that identifies class distinctions is of primary focus)

#### Power and privilege

1. How and why is a social group represented in a particular way?

The following are examples of texts that may be studied for student responses to question 1.

- The study and analysis of an article in which an urban tribe is represented in a negative way
- The representation of social groups in the novel *The Yacoubian Building* by Alaa al Aswany

## External assessment

---

2. Which social groups are marginalized, excluded or silenced within the text?

The following are examples of texts that may be studied for student responses to question 2.

- Chinese fiction in which the figure of the intellectual is either revered or condemned
- Representations of the Roma in the contemporary popular press

### Text and genre

1. How does the text conform to, or deviate from, the conventions of a particular genre, and for what purpose?

The following are examples of texts that may be studied for student responses to question 1.

- The study and analysis of an author's reworking of fairy tales
- The study and analysis of a novel that uses dramatic dialogue, poetry, letters, accounts of journeys
- The study and analysis of media texts with a particular format, style and register

2. How has the text borrowed from other texts, and with what effects?

The following are examples of texts that may be studied for student responses to question 2.

- The study and analysis of how a particular character from a work of fiction is re-imagined in a song lyric
- The study and analysis of religious imagery and references in political speeches
- The study and analysis of one of the stories from Borges's *Ficciones*
- The study and analysis of the use of the courtly love tradition in *Romeo and Juliet*

## External assessment criteria—HL

### Overview

Assessment criteria are used to assess students for all assessment tasks. The assessment criteria are published in this guide. There are different assessment criteria at SL and at HL.

The following is an overview of the external assessment criteria at HL.

### Paper 1: Comparative textual analysis

There are four assessment criteria for HL.

Criterion A	Understanding and comparison of the texts	5 marks
Criterion B	Understanding of the use and effects of stylistic features	5 marks
Criterion C	Organization and development	5 marks
Criterion D	Language	5 marks
	<b>Total</b>	<b>20 marks</b>



**Paper 2: Essay**

There are five assessment criteria for HL.

Criterion A	Knowledge and understanding	5 marks
Criterion B	Response to the question	5 marks
Criterion C	Understanding of the use and effects of stylistic features	5 marks
Criterion D	Organization and development	5 marks
Criterion E	Language	5 marks
	<b>Total</b>	<b>25 marks</b>

**Written task 1**

There are four assessment criteria for HL.

Criterion A	Rationale	2 marks
Criterion B	Task and content	8 marks
Criterion C	Organization	5 marks
Criterion D	Language and style	5 marks
	<b>Total</b>	<b>20 marks</b>

**Written task 2**

There are four assessment criteria for HL.

Criterion A	Outline	2 marks
Criterion B	Response to the question	8 marks
Criterion C	Organization and argument	5 marks
Criterion D	Language and style	5 marks
	<b>Total</b>	<b>20 marks</b>

The following descriptors are for examiner use and for teacher and student information.

## Internal assessment

### Purpose of internal assessment

Internal assessment is an integral part of the course and is compulsory for both SL and HL students. It enables students to demonstrate the application of their skills and knowledge. The preparation of students for the internal assessment tasks should be part of normal classroom teaching.

For both internal assessment tasks at SL and HL the requirements and criteria are the same. The oral component allows students to demonstrate their listening and speaking skills in an integrated manner and in different contexts.

Internal assessment in the language A: language and literature course consists of two compulsory oral tasks, which must be conducted in the language A studied.

1. **The individual oral commentary**—this is recorded and sent to the IB for moderation purposes.
2. **The further oral activity**—this activity is not recorded or sent to the IB for moderation purposes.

### Guidance and authenticity

The SL and HL oral components submitted for internal assessment must be the student's own work. It is the responsibility of the teacher to ensure that students are familiar with:

- the requirements of the type of work to be internally assessed
- the assessment criteria; students must understand that the work submitted for assessment must address these criteria effectively.

For the oral commentary, it is essential that students do not have prior knowledge of the work or the passage for commentary. The further oral activity must be the work of the student and it may not be written out in full and read. Authenticity may be checked by discussion with the student on the content of the work, and scrutiny of the notes (if any) used by the student.

The requirement for teachers and students to sign the coversheet for internal assessment applies to the work of all students, not just the sample work that will be submitted to an examiner for the purpose of moderation. If the teacher and student sign a coversheet, but there is a comment to the effect that the work may not be authentic, the student will not be eligible for a mark in that component and no grade will be awarded. For further details refer to the IB publication *Academic honesty* and the relevant articles in the *General regulations: Diploma Programme*.

### Group work

Group work for assessment may be undertaken by students only in the further oral activities. It is not compulsory but, if used, it is essential that each student makes a substantial contribution to the activity and that this contribution be clearly assessed using the assessment criteria. Each student must receive an independent mark for the further oral activity. In other words, a group mark is not appropriate.



The individual oral commentary must not be conducted in a group setting.

## Time allocation

Internal assessment is an integral part of the language A: language and literature course, contributing 30% to the final assessment in the SL and the HL courses. This weighting should be reflected in the time that is allocated to teaching the knowledge, skills and understanding required to undertake the work, as well as the total time allocated to carry out the work.

During the two-year course consideration should be given to:

- time for the teacher to explain to students the requirements of the internal assessment
- class time for students to work on the internal assessment component
- time for consultation between the teacher and each student
- time to review and monitor progress.

## Using assessment criteria for internal assessment

For internal assessment, a number of assessment criteria have been identified. Each assessment criterion has level descriptors describing specific achievement levels, together with an appropriate range of marks. The level descriptors concentrate on positive achievement, although for the lower levels failure to achieve may be included in the description.

Teachers must judge the internally assessed work at SL and at HL against the criteria using the level descriptors.

- The same criteria are provided for SL and HL.
- The aim is to find, for each criterion, the descriptor that conveys most accurately the level attained by the student, using the best-fit model. A best-fit approach means that compensation should be made when a piece of work matches different aspects of a criterion at different levels. The mark awarded should be one that most fairly reflects the balance of achievement against the criterion. It is not necessary for every single aspect of a level descriptor to be met for that mark to be awarded.
- When assessing a student's work, teachers should read the level descriptors for each criterion until they reach a descriptor that most appropriately describes the level of the work being assessed. If a piece of work seems to fall between two descriptors, both descriptors should be read again and the one that more appropriately describes the student's work should be chosen.
- Where there are two or more marks available within a level, teachers should award the upper marks if the student's work demonstrates the qualities described to a great extent. Teachers should award the lower marks if the student's work demonstrates the qualities described to a lesser extent.
- Only whole numbers should be recorded; partial marks, that is fractions and decimals, are not acceptable.
- Teachers should not think in terms of a pass or fail boundary, but should concentrate on identifying the appropriate descriptor for each assessment criterion.
- The highest level descriptors do not imply faultless performance but should be achievable by a student. Teachers should not hesitate to use the extremes if they are appropriate descriptions of the work being assessed.

- A student who attains a high achievement level in relation to one criterion will not necessarily attain high achievement levels in relation to the other criteria. Similarly, a student who attains a low achievement level for one criterion will not necessarily attain low achievement levels for the other criteria. Teachers should not assume that the overall assessment of the students will produce any particular distribution of marks.
- It is recommended that the assessment criteria be made available to students.

## Internal assessment details—SL and HL

### Individual oral commentary

**Weighting:** 15%

Students are required to engage in a critical examination of a particular extract drawn from a work that has been studied in part 4 of the language A: language and literature course. The individual oral commentary allows students to analyse the relationship between formal elements and meaning in a particular literary text.

The nature and emphasis of the commentary requires students to undertake a literary analysis of the extract chosen. In all cases, the student should aim to explore significant aspects of the extract, showing knowledge and understanding of the extract and its use and effects of literary features.

A recording of the individual oral commentary is sent to the IB for external moderation. The maximum mark for the commentary is 30.

#### Choice of extract

The teacher is entirely responsible for the choice of extract. Students must not be allowed to choose the extract itself nor the work from which it is taken. For a group of students, SL or HL, texts must be taken from all the works studied in part 4. Students must not know in advance on which text they will be asked to comment.

The text for commentary should not exceed 40 lines. It must be rich in detail to allow for a thorough examination that can be assessed using the criteria.

In the case of poetry, teachers should choose a single complete poem or a substantial extract from a long poem. The poem chosen should be of comparable difficulty to those selected from works of other genres.

#### Requirements

The individual oral commentary should last 15 minutes.

The preparation time is a maximum of 20 minutes.

The individual oral commentary should not be done until all works in part 4 have been studied. Students should be given adequate notice of when the commentary is to take place and should be informed of the practical arrangements.

Recordings of the individual oral commentary are required for the purposes of external moderation. Procedures for the despatch of the recordings are provided each year in the *Handbook of procedures for the Diploma Programme*.

#### Number of extracts

The number of different extracts to be selected for the individual oral commentary will depend on the number of students in the class. The ideal is for each student to draw a different extract from other students in the class, and also for extracts to have been selected from the full complement of part 4 works studied by

## Internal assessment

---

the class. The acceptable minimum number of different extracts to use in relation to the number of students in the class is as follows.

Number of students	Number of extracts required
1-5	1 per student
6-10	6
11-15	7
16-20	8
21-25	9
26-30	10

### Preparation time

Students should be given a copy of the extract without any annotations or notes. The purpose of the preparation time is to enable students to consider all aspects of the text and to organize their commentary.

Each student must prepare the individual oral commentary under supervision in a separate room. Students should make brief notes for reference, but must not read them as a prepared speech. During the preparation time students should have with them only the text, the guiding questions and writing materials.

### Guiding questions

In addition to the text for commentary, students should be given a copy of two guiding questions at the beginning of the preparation time. These questions should not be numbered.

Teachers should aim to set one guiding question on what is happening or being discussed in the text, and one question on the language used. The questions should:

- offer a possible starting point for the commentary
- relate to one of the most significant aspects of the text
- refer to general details only, not to specific details in a particular line of the text
- allow the student to explore independently all significant issues dealt with in the text
- encourage the student to focus on interpretation of the text.

Some examples of guiding questions are provided below. These questions, however, should not be chosen at random. There should be a clear relationship between the questions and the text.

- How does the structure correspond to the overall meaning of the text?
- What elements of style are used to convey ideas, attitudes and feelings?
- How does the narrator's point of view influence the reader's understanding of the text?
- What type of audience is this text aimed at?
- What does this text tell us about the relationship between X and Y?
- What is the main theme or idea in this text, and how has it been developed?
- What atmosphere is the writer trying to create in the text?



### **The commentary**

Students are expected to demonstrate their ability to communicate in a sustained and organized manner. The commentary should not be a series of unconnected points concerning the text.

Students are expected to use a register appropriate to the commentary.

During the commentary students must focus only on the text. If the text is an extract from a novel, for example, the relationship to the whole text or other works by the writer should be mentioned only when relevant.

Students should not use this activity as an opportunity to discuss everything they know about the larger text. They are encouraged to integrate responses to the guiding questions into the commentary.

The teacher should allow students to analyse the text without interruption. The teacher should act as no more than a sympathetic listener, and should not attempt to rearrange the commentary. The teacher should only intervene if students need positive encouragement, are finding it difficult to continue, or fail to comment on the text.

The commentary should last for approximately 10 minutes.

### **Discussion and subsequent questioning**

Approximately five minutes should normally be allocated for this discussion.

When the student has completed the commentary, the teacher is expected to engage in a discussion with the student. This discussion will give the student the opportunity to expand on particular statements made during the commentary.

In the case of less confident students, teachers must draw them out on the original guiding questions to give them the opportunity to improve or expand on doubtful statements.

Teachers must be satisfied that students have understood specific details as well as appreciated their importance within the extract.

Teachers must be satisfied that students understand the significance of the text within the whole work or, in the case of a complete poem, the relationship between the poem and others studied.

Detailed procedures for this task are in the *Handbook of procedures for the Diploma Programme*.

### **Further oral activity**

**Weighting: 15%**

The further oral activities are intended to address the relationship between language, meaning and context

Students are required to engage in at least two further oral activities, one based on part 1 and one on part 2 of the course. The mark of the best activity is submitted for final assessment; the marks of the other activities must be recorded and kept by the school.

These activities are an opportunity to explore some of the topics and learning outcomes in parts 1 and 2 of the course. Underpinning these is the issue of intercultural understanding. Through the examination of the cultural context of a text, including the way and the medium through which it is communicated, students will be able to engage with the process of intercultural understanding and thereby reflect on their own cultural practices. A wide variety of activities can be undertaken and these may be individual presentation or interactive in nature, integrating both listening and speaking skills. Students are expected to choose their activity in consultation with the teacher and link it to one (or more) specific learning outcome(s).

Following the completion of the activity students are required to complete a reflective statement on their oral, commenting on their performance and the progress they made in achieving the aims they had set

## Internal assessment

---

themselves. This must be retained by the school and may be required by the IB's assessment operations department. An example of the form can be found in the *Handbook of procedures for the Diploma Programme*.

There must be a clear link between the activity and the texts that have been studied in a particular part of the course.

A recording is not required or sent for external moderation. The maximum mark for the assessed further oral activity is 30.

### Examples of further oral activities

The following is a list of possible activities. This list is neither exhaustive nor compulsory.

#### Structured group discussion

- Discussion arising from materials prepared by a small group of students, for example, identifying the social, cultural and economic position taken by a particular text
- Class discussion where two or three students have been given special responsibilities (advance preparation, particular topics, a short report, a provocative position)—the whole class may participate, but only those two or three students should be assessed independently
- The presentation of material lending itself to discussion within the class, for example, the offering of two opposing readings of a text
- Formal debate

#### Role play

- A dialogue between two public figures with a follow-up discussion highlighting the way meaning is constructed
- A public figure interviewed by the student as him/herself, or in another role (for example, a fellow politician)
- Advertising or public relations figures using language in a meeting to shape the view of a product, brand or public figure

#### Dramatic presentation

- Writing and performing a scene concerning an issue encountered in the study of part 1 or part 2 of the course
- Re-enacting a particular cultural or historical moment with a different focus or interpretation in mind

#### Oral presentation

- A formal speech based on an aspect studied in part 1 or part 2 of the course
- A report related to an aspect of part 1 or part 2 of the course, for example, comparing two newspaper articles on the same topic and identifying the stance taken by the newspapers
- An introduction to a particular topic, for example, the social and cultural contexts of a text
- The examination of a particular interpretation of a text or event
- The setting of a particular writer's text against another body of material, for example, details on social background or political views
- A commentary on the use of a particular image, idea or symbol in a text or texts studied
- A comparison of two texts in part 1 or part 2 of the course
- An account of a student's developing response to a text
- A presentation on image as text
- A presentation highlighting the codes used in a particular visual text