

**ENGLISH A LITERATURE HL/SL COURSE
OUTLINE**

ARPIT SHARMA

2014-2016



**Sangam School of Excellence
A World School
IB Diploma Programme
Group - 1**

ENGLISH LANGUAGE A LITERATURE COURSE has been designed to support future academic study by developing a high social, aesthetic and cultural literacy, as well as effective communication skills. The focus is directed towards developing an understanding of the techniques involved in literary criticism and promoting the ability to form independent literary judgments.

FOCUS:-

English A1 HL which is as a pre-university literature course. It focuses on and is concerned with our conceptions, interpretations and experiences of the world. The study of literature is definitely the study of all the complex pursuits, anxieties, joys and fears that human beings are exposed to in the daily business of living. It enables an exploration of one of the more enduring fields of human creativity and artistic ingenuity, and provides immense opportunities for encouraging independent, original, critical and clear thinking. It also promotes a healthy respect for the imagination and a perceptive approach to the understanding and interpretation of literary works.

PURPOSE:-

This is a course designed to provide students with extensive experience and training in the study, interpretation, and analysis of literary works. We will read a variety of translated world literature texts as well as preview authors and poets. Students will be *required* to take the oral and written IB English exams.

GROUP 1 AIMS

The aims of

Language A: literature (SL and HL),

Language A: language and literature (SL and at 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: literature aims

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

8. Develop in students an understanding of the techniques involved in literary criticism
9. Develop the students' ability to form independent literary judgments and to support those ideas.

Skills

In order to achieve the learning outcomes of this course, students will need a strong grasp of specific skills as follows:

1. Language skills

Although language A: literature is not a language acquisition course, it nevertheless provides an opportunity for students to develop and refine their language skills. In particular, they are expected to develop the ability to express their ideas in **clear, unambiguous language, paying attention to appropriate style and register.** Furthermore, they are expected to structure their ideas **coherently and effectively,** and to acquire **vocabulary appropriate to formal expression and literary analysis.**

2. Critical approaches

As part of developing independent literary judgment, students need to have **some knowledge of the methodology** involved in studying literature. Teaching **critical perspectives** is an inherent part of the course.

3. Literary conventions

The term **“literary conventions”**, as used in this course is interpreted as **characteristics of a literary genre, such as dialogue or speeches in plays, metre and rhyme in verse** or foreshadowing and flashbacks in prose fiction. These features may, of course, vary between languages.

4. Visual skills

Viewing is part of a general multimodal literacy. Written text is often found in combination with still images and movies. As students become adept at the other literacy skills of **reading, writing, listening and speaking,** it is essential that they develop skills in understanding and interpreting the visual images used in conjunction with these skills. **Considerations of visual analysis feature as a specific part of the course in part 4: options, where the study of topics such as graphic writing or film and literature are encouraged.** In addition, moving images in the form of film are frequently used as part of literature teaching. While teachers of language A: literature is not expected to be art or media teachers, they should make students aware of **the way images may be analysed for form, content and meaning** in much the same way as a conventional written text.

Language A: literature and theory of knowledge

1. The study of literature offers many possibilities **for the questioning and reflection** that form the basis of theory of knowledge (TOK). The language A: literature course focuses on different approaches to reading literary works.
2. It encourages close analysis of language, as well as an understanding of the different **perspectives** presented through literature and the ways in which these are informed by, and interact with, the student's own culture(s).
3. All of these activities require students to engage in **knowledge inquiry, critical thinking and reflection**.

The following questions are adapted from the *Theory of knowledge guide*. They assist to explore the methods of study in the field of literature and to enhance students' critical reflection on related knowledge issues, ways of knowing and areas of knowledge.

1. Is a work of literature enlarged or diminished by interpretation? What makes something a good or bad interpretation?
2. How can a literary work of fiction, which is by definition non-factual, convey knowledge?
3. What is the proper function of literature—to capture a perception of reality, to teach or uplift the mind, to express emotion, to create beauty, to bind a community together, to praise a spiritual power, to provoke reflection or to promote social change?
4. Does familiarity with literature itself provide knowledge and, if so, of what kind—knowledge of facts, of the author, of the conventions of the form or tradition, of psychology or cultural history, of oneself?

Language A: literature and the international dimension

The IB has a policy of mother-tongue entitlement that promotes respect for the literary heritage of a student's home language and provides an opportunity for students to continue to develop oral and written skills in their mother tongue while studying in a different language of instruction.

In the Diploma Programme the IB addresses mother-tongue entitlement through the language A: literature course. There are over 45 languages that are automatically available, plus special request languages. At SL, students may also take the school-supported self-taught option, thus allowing the greatest possible number of students to follow a literature course in their mother tongue.

The IB's commitment to intercultural understanding is particularly evident in part 1 of the syllabus, in which students are introduced to other cultural perspectives through the study of works in translation, selected from a list that contains works in more than 30 languages. Through the study of these works, students gain a deeper understanding of how works of literature are an important part of their cultural contexts and how they reflect or describe experiences and values.

IB learner profile development in a Literature Classroom

<p>The IB Learner Profile is the IB mission statement translated into a set of learning outcomes. The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet help to create a better and more peaceful world. IB learners strive to be:</p>		
Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.	Students are required to ask their questions/ doubts. They should express their opinions. They are allowed to critically appreciate any topic/ theme/ character or event.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.	Students develop an understanding of multiple perspectives. They explore concepts of global significance.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.	They think perceptively keeping themselves in place of the characters. They either make judgements or justify decisions made by the characters.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.	They must communicate to express their ideas in English as well as minimum one other language.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.	Students must be honest academically and assume responsibility for their own actions and behaviour. They must stand up to respect fairness and justice.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.	They should understand that there may be more sides to an issue. They must be ready to accept the differences and commonalities. They should be ready to work together when put in a different team.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.	They should be caring towards others opinions even if they do not agree to it.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.	They should be ready to challenge the existing notions in the face of a better reason. Should not be scared to favour a different idea, person or way of thinking.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.	They should be able to make balanced use of time and resources. They should be stable emotionally.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.	They should be good thinkers and beware of the metacognitive process of thinking and understanding going on inside their minds.

ASSESSMENT OBJECTIVES- AS IN PRACTICE (COMPONENT WISE)

Assessment objective	Which component addresses this assessment objective?	How is the assessment objective addressed?
1. Knowledge and Understanding	Paper 1	The response to a previously unseen passage requires students to show how they, as readers, Have made their own meaning from the text.
	Paper 2	The essay on at least two works from one literary genre requires students to show understanding of the works and the way in which meaning is conveyed through literary conventions.
	Written assignment	Students develop a formal piece of writing that explores a literary aspect of one work, informed by some understanding of the Cultural underpinnings of that work.
	Individual oral commentary (and HL discussion)	At SL students are assessed on their detailed knowledge of an extract taken from one of the Works studied in part 2 (at HL a poetry extract or complete poem is used). At HL the discussion assesses students' knowledge and understanding of one other Part 2 work.
	Individual oral presentation	Students are required to demonstrate knowledge and understanding of at least one Part 4 work through a self-chosen task.
2. Analysis, synthesis and evaluation	Paper 1	Students are required to analyse a previously unseen passage and produce an interpretation Supported by evaluation of the writer's choice of language, structure, technique and style.
	Paper 2	Students are required to synthesize ideas from at least two works and to apply that knowledge To a question on conventions used in one literary genre.
	Individual oral commentary	Students are required to analyse a short extract from a studied work and to evaluate the effectiveness of the literary techniques in that extract.
3. Selection and use of appropriate presentation and language skills	Paper 1	Students are required to write a formal, well-organized and coherent response using Language appropriate to a formal essay. At HL students are required to construct a literary commentary.
	Paper 2	Students are required to write a formal essay comparing at least two works in response to one question.
	Written assignment	The written assignment requires personal writing on the development of ideas and the Transformation of personal response into a formal essay.
	Individual oral commentary (and HL discussion)	Students are required to deliver a structured and focused commentary using a formal Spoken register.
	Individual oral presentation	Students are required to adapt their language to the task and audience. One of the three criteria assesses the effectiveness of the oral presentation with regard to task and audience.

IB DP English A Literature BOOK LIST (240 Hrs for HL/ 150 for SL)

PART I –WRITTEN ASSIGNMENT (HL- 65 HOURS) (SL- 40 HOURS)

TITLES FOR HL	Hrs	TITLES FOR SL	Hrs	AUTHOR	GENRE	MORE
1. <i>The House Of Bernarda Alba-</i>	21			Federico García Lorca.	Drama	
2. A Doll's House (1879)	22	1. A Doll's House (1879)	20	by Ibsen, H	Naturalistic / realistic problem play. Modern tragedy.	Setting: The home of the Helmer family in ... Place premiered: Royal Theatre; in Cop... Date premiered: 21 December 1879
3. Miss Julie	22	2. Miss Julie	20	by Strindberg, A	Drama: Naturalistic tragedy.	Language · Swedish. Time late 1880s. and place written · France,

PART II ---DETAILED STUDY (HL- 65 HOURS) (SL- 40 HOURS)

TITLES FOR HL		TITLES FOR SL		AUTHOR	GENRE	MORE
4. Macbeth	28	3. Macbeth	25	W Shakespeare	Play. <i>genre · Tragedy.</i>	Time and place written · 1606, England.
5. Poems	22			by Robert Frost	Poetry	
6. Animal Farm	15	4. Animal Farm	15	by George Orwell	A Fairy Story. Novella. <i>Genre</i>	Dystopian animal fable; <i>satire</i> ; ...

PART III ---LITERARY GENRES (HL- 65 HOURS) (SL- 40 HOURS)

TITLES FOR HL		TITLES FOR SL		AUTHOR	GENRE	MORE
7. Great Expectations	17	5. Great Expectations	14	by Charles Dickens	<i>Novel</i>	Bildungsroman, <i>social criticism</i> , autobiographical fiction. Language · English.
8. Pride and Prejudice	16			by Jane Austen	<i>Novel</i>	Comedy of manners. Language · English. time and place written· England, ...
9. Guide	16	6. Guide	13	By R.K.Narayan	Drama	
10. Things fall Apart	16	7. Things fall Apart	13	by Chinua Achebe	Novel	

PART 4 ---OPTIONS (SCHOOL'S FREE CHOICE) (HL - 45 HOURS) (SL – 30 HOURS)

TITLES FOR HL		TITLES FOR SL		AUTHOR	GENRE	MORE
11. She Stoops to Conquer	15	8. She Stoops to Conquer	10	Oliver Goldsmith	Play	
12. Death of a Salesman	15	9. Death of a Salesman	10	Arthur Miller	Play. <i>Genre · Tragedy,</i> social...	
13. Poems by Wordsworth	15	10. Poems by Wordsworth	10	William Wordsworth	Poetry	

STUDY TIME LINE THROUGH 2014-2016				HL (Hours)		SL (Hours)	
Months	Texts	IB Assessments		Needed	Availabe	Needed	Availabe
July-2014	Death of a salesman	IOP	Part-4	15	19.5	10	
July-August-2014	Poems by Wordsworth	IOP	Part-4	15	4.5 + 15	10	
August-September 2014	THINGS FALL APART	Commentary Skills	Part-3	16	4.5 + 13	13	
September-October-2014	She Stoops To Conquer	IOP	Part-4	15	1.5 + 8	10	
October-2014	1 st Term Exams						
November-2014	She Stoops To Conquer	IOP	Part-4	5.5	12		
November-2014	Ms. Julie	Interactive Oral-> Reflective Statement-> Supervised Writing-> Written Assignment	Part-1	22	7	20	
December -2014	Ms. Julie	Interactive Oral-> Reflective Statement-> Supervised Writing-> Written Assignment	Part-1	15	12		
Nov. December - 2014	GREAT EXPECTATIONS	Commentary Skills	Part-3	17	12	14	
January-2015	Doll's House	Interactive Oral-> Reflective Statement-> Supervised Writing-> Written Assignment	Part-1	22	12.75	20	
FEB-2015	2 nd TERM EXAMS				6.75		

March-2015	House of Bernarda	Interactive Oral-> Reflective Statement-> Supervised Writing-> Written Assignment	Part-1	21	18	--	
MONTHS	TEXTS	IB ASSESSMENTS					
April	House of Bernarda				18	--	
May- June 2015	Pride and Prejudice (Reading)			16	10	--	
July-2015	PRIDE AND PREJUDICE	Commentry Skills	Part-3		19	--	
August-2015	Macbeth	IOC	Part-2	28	16	25	
September – 2015	Poems by Frost			22	16	--	
October - 2015	3 rd Term Exams						
October - 2015		IOC	Part-2		13		
Nov.- Dec.2015	Animal Farm	IOC	Part-2	15	9	15	
December 2015	Begin Reading Othello				19		
January-2016	The Guide	Commentry Skills	Part-3	16	14	13	
February-2016	Mock Exams				9		
March-2016	Revision				15		
April - 2016	Revision				17		
MAY-2016	FINAL EXAMS						

REQUIREMENTS

1. Pens & Pencils
2. Paperback Dictionary
3. Notebook
4. Folders (for handouts)
5. Journal
6. Highlighter
7. Laptop/ iPad

Course Requirements & Policies:

Students should understand that they should...

1. Respect the ideas of others and the very right of everyone to express their ideas, beliefs, points of view and opinions.
2. Speak English in class as it is the language of instruction and assessment at Sangam School of Excellence.
3. Participate willingly in all class activities, projects, assignments and discussions.
4. Attend class on time and be prepared to learn.
5. Understand that if they remain absent, they must seek prior permission/ accommodation or inform later in cases of emergencies. In cases of medical emergencies they will need to submit a medical certificate when they report back in school.
6. Submit all assignments and projects on the due date (refer to IA Deadlines calendar regularly).
7. Not plagiarize their work—this means, they should not copy someone else's words and claim as theirs- they may be heavily penalized (depending upon the case as may be decided). Kindly refer to the Academic Honesty Policy for more details.
8. Assume overall responsibility to complete any pending work.
9. All assignments and grades are posted on Managebac. If they miss a class they should check managebac for updates.
10. Ask for help in case they do not understand what was taught/ studied in class.
11. Bring their own materials (books, pens/pencils, notebooks) to class each day.

RESOURCES

1. Books as mentioned in the list at page no. 6
2. Busuu.com
3. <http://www.shmoop.com/>
4. <http://www.gradesaver.com/>
5. <http://www.sparknotes.com/>
6. <http://www.cliffsnotes.com/>
7. <http://www.enotes.com/>

ENGLISH A LITERATURE - HL Assessment component Weighting	
External assessment (4 hours)	70%
Paper 1: Literary commentary (2 hours) The paper consists of two passages: one prose and one poetry. Students choose one and write a literary commentary. (20 marks)	20%
Paper 2: Essay (2 hours) The paper consists of three questions for each literary genre. In response to one question students write an essay based on at least two works studied in part 3. (25 marks)	25%
Written assignment Students submit a reflective statement and literary essay on one work studied in part 1. (25 marks) The reflective statement must be 300–400 words in length. The essay must be 1,200–1,500 words in length.	25%
Internal assessment	30%
This component is internally assessed by the teacher and externally moderated by the IB At the end of the course.	
Individual oral commentary and discussion (20 minutes) Formal oral commentary on poetry studied in part 2 with subsequent questions (10 minutes) followed by a discussion based on one of the other part 2 works (10 minutes). (30 marks)	15%
Individual oral presentation (10–15 minutes) The presentation is based on works studied in part 4. It is internally assessed and externally moderated through the part 2 internal assessment task. (30 marks)	15%

ENGLISH A LITERATURE SL Assessment component Weighting	
External assessment (3 hours)	70%
Paper 1: Guided literary analysis (1 hour 30 minutes) The paper consists of two passages: one prose and one poetry. Students choose one and write a guided literary analysis in response to two questions. (20 marks)	20%
Paper 2: Essay (1 hour 30 minutes) The paper consists of three questions for each literary genre. In response to one question students write an essay based on at least two works studied in part 3. (25 marks)	25%
Written assignment Students submit a reflective statement and literary essay on one work studied in part 1. (25 marks) The reflective statement must be 300–400 words in length. The essay must be 1,200–1,500 words in length.	25%
Internal assessment	30%
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	
Individual oral commentary (10 minutes) Students present a formal oral commentary and answer subsequent questions on an extract from a work studied in part 2. (30 marks)	15%
Individual oral presentation (10–15 minutes) The presentation is based on works studied in part 4. It is internally assessed and externally moderated through the part 2 internal assessment task. (30 marks)	15%



Individual Oral Presentation Rubric – HL (first examinations 2013)

	0	1-2	3-4	5-6	7-8	9-10
<p>Criterion A: Knowledge and understanding of the work(s)</p> <ul style="list-style-type: none"> How much knowledge and understanding does the student show of the work(s) used in the presentation? 	does not reach standard	There is little knowledge or understanding of the content of the work(s) presented.	There is some knowledge and superficial understanding of the content of the work(s) presented.	There is adequate knowledge and understanding of the content and some of the implications of the work(s) presented.	There is very good knowledge and understanding of the content and most of the implications of the work(s) presented.	There is excellent knowledge and understanding of the content and the implications of the work(s) presented.
<p>Criterion B: Presentation</p> <ul style="list-style-type: none"> How much attention has been given to making the delivery effective and appropriate to the presentation? To what extent are strategies used to interest the audience (for example, audibility, eye contact, gesture, effective use of supporting material)? 	does not reach standard	Delivery of the presentation is seldom appropriate, with little attempt to interest the audience.	Delivery of the presentation is sometimes appropriate, with some attempt to interest the audience.	Delivery of the presentation is appropriate, with a clear intention to interest the audience.	Delivery of the presentation is effective, with suitable strategies used to interest the audience.	Delivery of the presentation is highly effective, with purposeful strategies used to interest the audience.
<p>Criterion C: Language</p> <ul style="list-style-type: none"> How clear and appropriate is the language? How well is the register and style suited to the choice of presentation? (“Register” refers, in this context, to the student’s use of elements such as vocabulary, tone, sentence structure and terminology appropriate to the presentation.) 	does not reach standard	The language is rarely appropriate, with a very limited attempt to suit register and style to the choice of presentation.	The language is sometimes appropriate, with some attempt to suit register and style to the choice of presentation.	The language is mostly clear and appropriate, with some attention paid to register and style that is suited to the choice of presentation.	The language is clear and appropriate, with register and style consistently suited to the choice of presentation.	The language is very clear and entirely appropriate, with register and style consistently effective and suited to the choice of presentation.

Individual Oral Presentation Rubric – SL (first examinations 2013)

	0	1-2	3-4	5-6	7-8	9-10
<p>Criterion A: Knowledge and understanding of the work(s)</p> <ul style="list-style-type: none"> • How much knowledge and understanding does the student show of the work(s) used in the presentation? 	does not reach standard	There is very limited knowledge and virtually no understanding of the content of the work(s) presented.	There is some knowledge and superficial understanding of the content of the work(s) presented.	There is adequate knowledge and understanding of the content and some of the implications of the work(s) presented.	There is good knowledge and understanding of the content and many of the implications of the work(s) presented.	There is very good knowledge and understanding of the content and most of the implications of the work(s) presented.
<p>Criterion B: Presentation</p> <ul style="list-style-type: none"> • How much attention has been given to making the delivery effective and appropriate to the presentation? • To what extent are strategies used to interest the audience (for example, audibility, eye contact, gesture, effective use of supporting material)? 	does not reach standard	Delivery of the presentation is inappropriate, with virtually no attempt to interest the audience.	Delivery of the presentation is sometimes appropriate, with some attempt to interest the audience.	Delivery of the presentation is generally appropriate and shows an intention to interest the audience.	Delivery of the presentation is consistently appropriate, with suitable strategies used to interest the audience.	Delivery of the presentation is effective, with very good strategies used to interest the audience.
<p>Criterion C: Language</p> <ul style="list-style-type: none"> • How clear and appropriate is the language? • How well is the register and style suited to the choice of presentation? (“Register” refers, in this context, to the student’s use of elements such as vocabulary, tone, sentence structure and terminology appropriate to the presentation.) 	does not reach standard	The language is inappropriate, with virtually no attempt to choose register and style suited to the choice of presentation.	The language is sometimes appropriate, but with little sense of register and style suited to the choice of presentation.	The language is mostly appropriate, with some attention paid to register and style suited to the choice of presentation.	The language is clear and appropriate, with register and style well suited to the choice of presentation.	The language is very clear and entirely appropriate, with register and style consistently effective and suited to the choice of presentation.

Individual Oral Commentary and Discussion – HL (First Examinations 2013)

	0	1	2	3	4	5
Criterion A: Knowledge and understanding of the poem <ul style="list-style-type: none"> How well is the student's knowledge and understanding of the poem demonstrated by their interpretation? 	does not reach standard	There is limited knowledge and little or no understanding, with poor interpretation and virtually no relevant references to the poem.	There is superficial knowledge and some understanding, with limited interpretation occasionally supported by references to the poem.	There is adequate knowledge and understanding, demonstrated by interpretation supported by appropriate references to the poem.	There is very good knowledge and understanding, demonstrated by careful interpretation supported by well-chosen references to the poem.	There is excellent knowledge and understanding, demonstrated by individual interpretation effectively supported by precise and well-chosen references to the poem.
Criterion B: Appreciation of the writer's choices <ul style="list-style-type: none"> To what extent does the student appreciate how the writer's choices of language, structure, technique and style shape meaning? 	does not reach standard	There are few references to, and no appreciation, of the ways in which language, structure, technique and style shape meaning in the poem.	There is some mention, but little appreciation, of the ways in which language, structure, technique and style shape meaning in the poem.	There is adequate appreciation of the ways in which language, structure, technique and style shape meaning in the poem.	There is very good appreciation of the ways in which language, structure, technique and style shape meaning in the poem.	There is excellent appreciation of the ways in which language, structure, technique and style shape meaning in the poem.
Criterion C: Organization and presentation of the commentary <ul style="list-style-type: none"> To what extent does the student deliver a structured, well-focused commentary? 	does not reach standard	The commentary shows little evidence of planning, with very limited structure and/or focus.	The commentary shows some structure and focus.	The commentary shows evidence of a planned structure and is generally focused.	The commentary is clearly structured and the focus is sustained.	The commentary is effectively structured, with a clear, purposeful and sustained focus.
Criterion D: Knowledge and understanding of the work used in the discussion <ul style="list-style-type: none"> How much knowledge and understanding has the student shown of the work used in the discussion? 	does not reach standard	There is little knowledge or understanding of the content of the work discussed.	There is some knowledge and superficial understanding of the content of the work discussed.	There is adequate knowledge and understanding of the content and some of the implications of the work discussed.	There is very good knowledge and understanding of the content and most of the implications of the work discussed.	There is excellent knowledge and understanding of the content and the implications of the work discussed.
Criterion E: Response to the discussion questions <ul style="list-style-type: none"> How effectively does the student respond to the discussion questions? 		There is limited ability to respond meaningfully to the discussion questions.	Responses to the discussion questions are sometimes relevant.	Responses to the discussion questions are relevant and show some evidence of independent thought.	Well-informed responses to the discussion questions show a good degree of independent thought.	There are persuasive and independent responses to the discussion questions.
Criterion F: Language <ul style="list-style-type: none"> How clear, varied and accurate is the language? How appropriate is 	does not reach standard	The language is rarely clear and appropriate, with many errors in grammar and	The language is sometimes clear and appropriate; grammar and sentence	The language is mostly clear and appropriate, with an adequate degree of	The language is clear and appropriate, with a good degree of accuracy in	The language is very clear and entirely appropriate, with a high degree of

<p>the choice of register and style? (“Register” refers, in this context, to the student’s use of elements such as vocabulary, tone, sentence structure and terminology appropriate to the commentary.)</p>		<p>sentence construction and little sense of register and style.</p>	<p>construction are generally accurate, although errors and inconsistencies are apparent; register and style are to some extent appropriate.</p>	<p>accuracy in grammar and sentence construction; the register and style are mostly appropriate.</p>	<p>grammar and sentence construction; register and style are effective and appropriate.</p>	<p>accuracy in grammar and sentence construction; the register and style are consistently effective and appropriate.</p>
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Individual Oral Commentary – SL (first examinations 2013)

	0	1-2	3-4	5-6	7-8	9-10
Criterion A: Knowledge and understanding of the poem <ul style="list-style-type: none"> How well is the student's knowledge and understanding of the poem demonstrated by their interpretation? 	does not reach standard	There is virtually no knowledge, demonstrated by irrelevant and/or insignificant references to the extract.	There is some knowledge, demonstrated by very limited interpretation, but with some relevant references to the extract.	There is adequate knowledge and understanding, demonstrated by interpretation supported by mostly appropriate references to the extract.	There is good knowledge and understanding, demonstrated by interpretation supported by relevant and appropriate references to the extract.	There is very good knowledge and understanding, demonstrated by careful interpretation supported by well-chosen references to the extract.
Criterion B: Appreciation of the writer's choices <ul style="list-style-type: none"> To what extent does the student appreciate how the writer's choices of language, structure, technique and style shape meaning? 	does not reach standard	There is virtually no reference to the ways in which language, structure, technique and style shape meaning in the extract.	There is some reference to the ways in which language, structure, technique and style shape meaning in the extract.	There is adequate reference to, and some appreciation of, the ways in which language, structure, technique and style shape meaning in the extract.	There is good appreciation of the ways in which language, structure, technique and style shape meaning in the extract.	There is very good appreciation of the ways in which language, structure, technique and style shape meaning in the extract.
	0	1	2	3	4	5
Criterion C: Organization and presentation of the commentary <ul style="list-style-type: none"> To what extent does the student deliver a structured, well-focused commentary? 	does not reach standard	The commentary has virtually no structure and/or focus.	The commentary has limited evidence of a planned structure and is only occasionally focused.	The commentary shows evidence of a planned structure and is generally focused.	The commentary has a clearly planned structure and is focused.	The commentary is very clearly structured and the focus is sustained.
Criterion D: Language <ul style="list-style-type: none"> How clear, varied and accurate is the language? How appropriate is the choice of register and style? ("Register" refers, in this context, to the student's use of elements such as vocabulary, tone, sentence structure and terminology appropriate to the commentary.) 	does not reach standard	The language is rarely clear and appropriate, with many errors in grammar and sentence construction and little sense of register and style.	The language is sometimes clear and appropriate; grammar and sentence construction are generally accurate, although errors and inconsistencies are apparent; register and style is to some extent appropriate.	The language is mostly clear and appropriate, with an adequate degree of accuracy in grammar and sentence construction; the register and style are mostly appropriate.	The language is clear and appropriate, with a good degree of accuracy in grammar and sentence construction; register and style are effective and appropriate.	The language is very clear and entirely appropriate, with a high degree of accuracy in grammar and sentence construction; the register and style are consistently effective and appropriate.

WRITTEN ASSIGNMENT RUBRIC – HL AND SL (FIRST EXAMINATIONS 2013)

	0	1	2	3
<p>Criterion A: Fulfilling the requirements of the reflective statement</p> <ul style="list-style-type: none"> To what extent does the student show how their understanding of cultural and contextual elements was developed through the interactive oral? <p>Note: The word limit for the reflective statement is 300–400 words. If the word limit is exceeded, 1 mark will be deducted.</p>	does not reach standard	Reflection on the interactive oral shows superficial development of the student understands of cultural and contextual elements.	Reflection on the interactive oral shows some development of the student understands of cultural and contextual elements.	Reflection on the interactive oral shows development of the student understands of cultural and contextual elements.
	0	1-2	3-4	5-6
<p>Criterion B: Knowledge and understanding</p> <ul style="list-style-type: none"> How effectively has the student used the topic and the essay to show knowledge and understanding of the chosen work? 	does not reach standard	The essay shows some knowledge but little understanding of the work used for the assignment.	The essay shows knowledge and understanding of, and some insight into, the work used for the assignment.	The essay shows detailed knowledge and understanding of, and perceptive insight into, the work used for the assignment.
<p>Criterion C: Appreciation of the writer’s choices</p> <ul style="list-style-type: none"> To what extent does the student appreciate how the writer’s choices of language, structure, technique and style shape meaning? 	does not reach standard	There is some mention, but little appreciation, of the ways in which language, structure, technique and style shape meaning.	There is adequate appreciation of the ways in which language, structure, technique and style shape meaning.	There is excellent appreciation of the ways in which language, structure, technique and style shape meaning.

	0	1	2	3	4	5
<p>Criterion D: Organization and development</p> <ul style="list-style-type: none"> How effectively have the ideas been organized, and how well are references to the works integrated into the development of the ideas? <p>Note: The word limit for the essay is 1,200–1,500 words. If the word limit is exceeded, 2 marks will be deducted.</p>	does not reach standard	There is some attempt to organize ideas, but little use of examples from the works used.	Ideas are superficially organized and developed, with some integrated examples from the works used.	Ideas are adequately organized and developed, with appropriately integrated examples from the works used.	Ideas are effectively organized and developed, with well-integrated examples from the works used.	Ideas are persuasively organized and developed, with effectively integrated examples from the works used.
<p>Criterion E: Language</p> <ul style="list-style-type: none"> How clear, varied and accurate is the language? How appropriate is the choice of register, style and terminology? (“Register” refers, in this context, to the student’s use of elements such as vocabulary, tone, sentence structure and terminology appropriate to the task.) 	does not reach standard	Language is rarely clear and appropriate; there are many errors in grammar, vocabulary and sentence construction, and little sense of register and style.	Language is sometimes clear and carefully chosen; grammar, vocabulary and sentence construction are fairly accurate, although errors and inconsistencies are apparent; the register and style are to some extent appropriate to the task.	Language is clear and carefully chosen, with an adequate degree of accuracy in grammar, vocabulary and sentence construction despite some lapses; register and style are mostly appropriate to the task.	Language is clear and carefully chosen, with a good degree of accuracy in grammar, vocabulary and sentence construction; register and style are consistently appropriate to the task.	Language is very clear, effective, carefully chosen and precise, with a high degree of accuracy in grammar, vocabulary and sentence construction; register and style are effective and appropriate to the task.

Paper 1 HL: Literary commentary (first examinations 2013)

	0	1	2	3	4	5
<p>Criterion A: Understanding and interpretation</p> <ul style="list-style-type: none"> How well does the student’s interpretation reveal understanding of the thought and feeling of the passage? How well are ideas supported by references to the passage? 	does not reach standard	There is basic understanding of the passage but virtually no attempt at interpretation and few references to the passage.	There is some understanding of the passage, with a superficial attempt at interpretation and some appropriate references to the passage.	There is adequate understanding of the passage, demonstrated by an interpretation that is supported by appropriate references to the passage.	There is very good understanding of the passage, demonstrated by sustained interpretation supported by well-chosen references to the passage.	There is excellent understanding of the passage, demonstrated by persuasive interpretation supported by effective references to the passage.
<p>Criterion B: Appreciation of the writer’s choices</p> <ul style="list-style-type: none"> To what extent does the analysis show appreciation of how the writer’s choices of language, structure, technique and style shape meaning? 	does not reach standard	There are few references to, and no analysis or appreciation of, the ways in which language, structure, technique and style shape meaning.	There is some mention, but little analysis or appreciation, of the ways in which language, structure, technique and style shape meaning.	There is adequate analysis and appreciation of the ways in which language, structure, technique and style shape meaning.	There is very good analysis and appreciation of the ways in which language, structure, technique and style shape meaning.	There is excellent analysis and appreciation of the ways in which language, structure, technique and style shape meaning.
<p>Criterion C: Organization and development</p> <ul style="list-style-type: none"> How well organized, coherent and developed is the presentation of ideas? 	does not reach standard	Ideas have little organization; there may be a superficial structure, but coherence and development are lacking.	Ideas have some organization, with a recognizable structure; coherence and development are often lacking.	Ideas are adequately organized, with a suitable structure; some attention is paid to coherence and development.	Ideas are effectively organized, with very good structure, coherence and development.	Ideas are persuasively organized, with excellent structure, coherence and development.
<p>Criterion D: Language</p> <ul style="list-style-type: none"> How clear, varied and accurate is the language? How appropriate is the choice of register, style and terminology? (“Register” refers, in this context, to the student’s use of elements such as vocabulary, tone, sentence structure and terminology appropriate to the commentary.) 	does not reach standard	Language is rarely clear and appropriate; there are many errors in grammar, vocabulary and sentence construction, and little sense of register and style.	Language is sometimes clear and carefully chosen; grammar, vocabulary and sentence construction are fairly accurate, although errors and inconsistencies are apparent; the register and style are to some extent appropriate to the commentary.	Language is clear and carefully chosen, with an adequate degree of accuracy in grammar, vocabulary and sentence construction despite some lapses; register and style are mostly appropriate to the commentary.	Language is clear and carefully chosen, with a good degree of accuracy in grammar, vocabulary and sentence construction; register and style are consistently appropriate to the commentary.	Language is very clear, effective, carefully chosen and precise, with a high degree of accuracy in grammar, vocabulary and sentence construction; register and style are effective and appropriate to the commentary.

Paper 1 SL: Guided literary analysis (first examinations 2013)

	0	1	2	3	4	5
<p>Criterion A: Understanding and interpretation</p> <ul style="list-style-type: none"> • How well does the student’s interpretation reveal understanding of the thought and feeling of the passage? • How well are ideas supported by references to the passage? 	does not reach standard	There is very basic understanding of the passage, with mainly irrelevant and/or insignificant interpretation.	There is some understanding of the passage but little attempt at interpretation, with few references to the passage.	There is adequate understanding of the passage, demonstrated by an interpretation that is mostly supported by references to the passage.	There is good understanding of the passage, demonstrated by convincing interpretation that is fully supported by references to the passage.	There is very good understanding of the passage, demonstrated by sustained and convincing interpretation that is supported by well-chosen references to the passage.
<p>Criterion B: Appreciation of the writer’s choices</p> <ul style="list-style-type: none"> • To what extent does the analysis show appreciation of how the writer’s choices of language, structure, technique and style shape meaning? 	does not reach standard	There is virtually no reference to the ways in which language, structure, technique and style shape meaning.	There is some reference to, but no analysis of, the ways in which language, structure, technique and style shape meaning.	There is adequate reference to, and some analysis and appreciation of, the ways in which language, structure, technique and style shape meaning.	There is good analysis and appreciation of the ways in which language, structure, technique and style shape meaning.	There is very good analysis and appreciation of the ways in which language, structure, technique and style shape meaning.
<p>Criterion C: Organization and development</p> <ul style="list-style-type: none"> • How well organized and coherent is the presentation of ideas? 	does not reach standard	Ideas have little organization and virtually no coherence.	Ideas have some organization, but coherence is often lacking.	Ideas are adequately organized, with some coherence.	Ideas are well organized and coherent.	Ideas are effectively organized, with very good coherence.
<p>Criterion D: Language</p> <ul style="list-style-type: none"> • How clear, varied and accurate is the language? • How appropriate is the choice of register, style and terminology? (“Register” refers, in this context, to the student’s use of elements such as vocabulary, tone, sentence structure and terminology appropriate to the commentary.) 	does not reach standard	Language is rarely clear and appropriate; there are many errors in grammar, vocabulary and sentence construction, and little sense of register and style.	Language is sometimes clear and carefully chosen; grammar, vocabulary and sentence construction are fairly accurate, although errors and inconsistencies are apparent; the register and style are to some extent appropriate to the task.	Language is clear and carefully chosen, with an adequate degree of accuracy in grammar, vocabulary and sentence construction despite some lapses; register and style are mostly appropriate to the task.	Language is clear and carefully chosen, with a good degree of accuracy in grammar, vocabulary and sentence construction; register and style are consistently appropriate to the task.	Language is very clear, effective, carefully chosen and precise, with a high degree of accuracy in grammar, vocabulary and sentence construction; register and style are effective and appropriate to the task.

Paper 2 HL: Essay (first examinations 2013)

	0	1	2	3	4	5
<p>Criterion A: Knowledge and understanding</p> <ul style="list-style-type: none"> How much knowledge and understanding has the student shown of the part 3 works studied in relation to the question answered? 	does not reach standard	There is some knowledge but virtually no understanding of the part 3 works in relation to the question answered.	There is mostly adequate knowledge and some superficial understanding of the part 3 works in relation to the question answered.	There is adequate knowledge and understanding of the part 3 works in relation to the question answered.	There is good knowledge and understanding of the part 3 works in relation to the question answered.	There is perceptive knowledge and understanding of the part 3 works in relation to the question answered.
<p>Criterion B: Response to the question</p> <ul style="list-style-type: none"> How well has the student understood the specific demands of the question? To what extent has the student responded to these demands? How well have the works been compared and contrasted in relation to the demands of the question? 	does not reach standard	The student shows little awareness of the main implications of the question, and ideas are mainly irrelevant and/or insignificant. There is little meaningful comparison of the works used in relation to the question.	The student responds to some of the main implications of the question with some relevant ideas. There is a superficial attempt to compare the works used in relation to the question.	The student responds to most of the main implications of the question with consistently relevant ideas. There is adequate comparison of the works used in relation to the question.	The student responds to the main implications and some subtleties of the question, with relevant and carefully explored ideas. The comparison makes some evaluation of the works used in relation to the question.	The student responds to all the implications, as well as the subtleties of the question, with convincing and thoughtful ideas. The comparison includes an effective evaluation of the works in relation to the question.
<p>Criterion C: Appreciation of the literary conventions of the genre</p> <ul style="list-style-type: none"> To what extent does the student identify and appreciate the use of literary conventions in relation to the question and the works used? 	does not reach standard	Some literary conventions are identified but there is limited development relevant to the question and/or the works used.	Examples of literary conventions are sometimes correctly identified and developed, with some relevance to the question and the works used.	Examples of literary conventions are satisfactorily identified and developed, with relevance to the question and the works used.	Examples of literary conventions are clearly identified and effectively developed, with relevance to the question and the works used.	Examples of literary conventions are perceptively identified and persuasively developed, with clear relevance to the question and the works used.
<p>Criterion D: Organization and development</p> <ul style="list-style-type: none"> How well organized, coherent and developed is the presentation of ideas? 	does not reach standard	Ideas have little organization; there may be a superficial structure, but coherence and/or development are lacking.	Ideas have some organization, with a recognizable structure, but coherence and development are often lacking.	Ideas are adequately organized, with a suitable structure and attention paid to coherence and development.	Ideas are effectively organized, with a very good structure, coherence and development.	Ideas are persuasively organized, with excellent structure, coherence and development.

<p>Criterion E: Language</p> <ul style="list-style-type: none"> • How clear, varied and accurate is the language? • How appropriate is the choice of register, style and terminology? (“Register” refers, in this context, to the student’s use of elements such as vocabulary, tone, sentence structure and terminology appropriate to the task.) 	<p>does not reach standard</p>	<p>Language is rarely clear and appropriate; there are many errors in grammar, vocabulary and sentence construction, and little sense of register and style.</p>	<p>Language is sometimes clear and carefully chosen; grammar, vocabulary and sentence construction are fairly accurate, although errors and inconsistencies are apparent; the register and style are to some extent appropriate to the task.</p>	<p>Language is clear and carefully chosen, with an adequate degree of accuracy in grammar, vocabulary and sentence construction despite some lapses; register and style are mostly appropriate to the task.</p>	<p>Language is clear and carefully chosen, with a good degree of accuracy in grammar, vocabulary and sentence construction; register and style are consistently appropriate to the task.</p>	<p>Language is very clear, effective, carefully chosen and precise, with a high degree of accuracy in grammar, vocabulary and sentence construction; register and style are effective and appropriate to the task.</p>
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Paper 2 SL: Essay (first examinations 2013)

	0	1	2	3	4	5
Criterion A: Knowledge and understanding <ul style="list-style-type: none"> How much knowledge and understanding has the student shown of the part 3 works studied in relation to the question answered? 	does not reach standard	There is little knowledge and no understanding of the part 3 works in relation to the question answered.	There is some knowledge but little understanding of the part 3 works in relation to the question answered.	There is adequate knowledge and some understanding of the part 3 works in relation to the question answered.	There is good knowledge and understanding of the part 3 works in relation to the question answered.	There is very good knowledge and understanding of the part 3 works in relation to the question answered.
Criterion B: Response to the question <ul style="list-style-type: none"> How well has the student understood the specific demands of the question? To what extent has the student responded to these demands? How well have the works been compared and contrasted in relation to the demands of the question? 	does not reach standard	The student shows virtually no awareness of the main implications of the question, and ideas are mostly irrelevant or insignificant. There is no meaningful comparison of the works used in relation to the question.	The student shows limited awareness of the main implications of the question, and ideas are sometimes irrelevant or insignificant. There is little meaningful comparison of the works used in relation to the question.	The student responds to most of the main implications of the question, with relevant ideas. A comparison is made of the works used in relation to the question, but it may be superficial.	The student responds to the main implications of the question, with consistently relevant ideas. An appropriate comparison is made of the works used in relation to the question.	The student responds to the main implications and some subtleties of the question, with relevant and carefully explored ideas. An effective comparison is made of the works used in relation to the question.
Criterion C: Appreciation of the literary conventions of the genre <ul style="list-style-type: none"> To what extent does the student identify and appreciate the use of literary conventions in relation to the question and the works used? 	does not reach standard	Virtually no literary conventions are identified, and there is no development relevant to the question and/or the works used.	Examples of literary conventions are sometimes correctly identified, but there is little development relevant to the question and the works used.	Examples of literary conventions are mostly correctly identified, and there is some development relevant to the question and the works used.	Examples of literary conventions are clearly identified and effectively developed, with relevance to the question and the works used.	Examples of literary conventions are clearly identified and effectively developed, with clear relevance to the question and the works used.
Criterion D: Organization and development <ul style="list-style-type: none"> How well organized, coherent and developed is the presentation of ideas? 	does not reach standard	Ideas have virtually no organization or structure, and coherence and/or development are lacking.	Ideas have some organization and structure, but there is very little coherence and/or development.	Ideas are adequately organized, with a suitable structure and some attention paid to coherence and development.	Ideas are well organized, with a good structure, coherence and development.	Ideas are effectively organized, with a very good structure, coherence and development.

<p>Criterion E: Language</p> <ul style="list-style-type: none"> • How clear, varied and accurate is the language? • How appropriate is the choice of register, style and terminology? (“Register” refers, in this context, to the student’s use of elements such as vocabulary, tone, sentence structure and terminology appropriate to the task.) 	<p>does not reach standard</p>	<p>Language is rarely clear and appropriate; there are many errors in grammar, vocabulary and sentence construction, and little sense of register and style.</p>	<p>Language is sometimes clear and carefully chosen; grammar, vocabulary and sentence construction are fairly accurate, although errors and inconsistencies are apparent; the register and style are to some extent appropriate to the task.</p>	<p>Language is clear and carefully chosen, with an adequate degree of accuracy in grammar, vocabulary and sentence construction despite some lapses; register and style are mostly appropriate to the task.</p>	<p>Language is clear and carefully chosen, with a good degree of accuracy in grammar, vocabulary and sentence construction; register and style are consistently appropriate to the task.</p>	<p>Language is very clear, effective, carefully chosen and precise, with a high degree of accuracy in grammar, vocabulary and sentence construction; register and style are effective and appropriate to the task.</p>
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INTERNAL ASSESSMENT SUBMISSION DEADLINES FOR SESSION (JULY 2014 – MAY 2016)				
MONTH-YEAR	DEADLINES	GROUP	SUBJECT	DESCRIPTION
TERM – 1 (July- Dec. 2014)				
Sept 2014	20 th	Group 1	Lang A Lit	IOP-1
Oct. 2014	TERM-I EXAMS (FROM 7TH OCT - 16TH OCT, 2014)			
	18 th			PTM
Nov. 2014	15 TH	Group 1	Lang A Lit	IOP-2
Dec. 2014	15 th	Group 1	Lang A Lit	IOP-3
	20 th	Group 1	Lang A lit	IOP FINAL
TERM -2 (JAN.– MAY. 2015)				
Feb 2015	TERM-2 EXAMS (FROM 4TH FEB – 14TH OCT, 2015)			
	27 th			PTM
	17 th –18 th	Group 1	Language A Lit	Written Assignment 1 st draft
Mar. 2015	17 th -18 th	Group-1	Language A Lit	Written Assignment 2 nd draft
Apr. 2015	22 nd	Group 1	Language A Lit	Written Assignment 3 rd Draft
	23 rd – 24 th	Group 1	Language A Lit	Written Assignment Final Draft
SUMMER- BREAK (26TH APRIL - 14TH JUNE)				
IB YEAR-2				
TERM 3 (JULY – DEC , 2015)				
Sep. 2015	1 st – 3 rd	Group 1	Lang A lit	IOC-2
	15 th – 19 th	Group 1	Lang A lit	IOC Final
Oct. 2015	TERM -3 EXAMS (IB YEAR -2) (26TH OCT - 6TH NOV)			
Feb. 2015	TERM -4 (JAN.– MAY. 2016)			
Mar. 2016	MOCK TEST (21st March – 1stApril)			
Apr. 2016	9 th			PTM
May. 2016	Final exams			

