

Subject: - Hindi A literature  
course outlines 2014-16

**Course description:**

हिंदी साहित्य का अध्ययन IBDP पाठ्यक्रम में Group 1 के अंतर्गत आता है। इसमें विद्यार्थी विभिन्न साहित्यिक विधाओं का अध्ययन करते हैं। पूरा पाठ्यक्रम चार भागों में विभाजित है। इन सभी भागों में HL व SL स्तर पर विद्यार्थी उपन्यास, कहानी, कविता, अनूदित साहित्य का अध्ययन कर भाषा ज्ञान की वृद्धि करते हैं। साहित्यिक तकनीकियों की समझ को विकसित कर विद्यार्थियों इतना सक्षम हो जाते हैं कि वे किसी भी रचना की समीक्षा करने के साथ साथ उस रचना के सांस्कृतिक सन्दर्भ की भी समझ को विकसित करते हैं।

**लक्ष्य(Group 1) :**

- 1- विद्यार्थियों को विभिन्न शैलियों, विधाओं और काल के सन्दर्भ में अनेक साहित्यिक रचनाओं से परिचित कराना।
- 2- विद्यार्थियों की विश्लेषणात्मक सोच को इतना उन्नत करना कि वे किसी भी साहित्यिक रचना की बारीकियों को समझ कर अपने विचारों को अभिव्यक्त कर सकें।
- 3- विद्यार्थियों के मौखिक व लिखित कौशल का विकास करना।
- 4- रचना के उन सन्दर्भों को पहचानने हेतु छात्रों को प्रोत्साहित करना जिनमें वे लिखी और पढ़ी गईं।
- 5- रचनाओं के अध्ययन द्वारा छात्रों को विभिन्न संस्कृति के लोगों के दृष्टिकोण को समझने तथा उनकी सार्थकता को सराहने हेतु प्रोत्साहित करना।
- 6- विद्यार्थियों को रचनाओं के भाव सौन्दर्य, शैलीगत विशेषताओं तथा प्रारूप को समझने / सराहने हेतु प्रोत्साहित करना।
- 7- भाषा और साहित्य के प्रति छात्रों के रुझान को उन्नत करना।

**लक्ष्य(Hindi A Lit) :**

- 8- विद्यार्थियों की साहित्यिक आलोचना में प्रयुक्त तकनीकियों की समझ को विकसित करना।
- 9- विद्यार्थियों की स्वतंत्र साहित्यिक निर्णयों की योग्यता को विकसित करना।

**HOW THE COURSE ADDRESSES:**

**Theory Of Knowledge:**

हिंदी साहित्य के अंतर्गत विद्यार्थी विभिन्न विधाओं की पुस्तकों का अध्ययन करते हैं। इन पुस्तकों का अध्ययन, विश्लेषण, समीक्षा विद्यार्थियों के मानसपटल पर एक छाप छोड़ती है। विषयवस्तु के अनुसार वे भाषा ज्ञान के साथ विषयांतरगत कारणों का गहन अध्ययन करते हैं। उनका ज्ञानबोध विषय वस्तु विशेष को अपनी समझ से विश्लेषित करता है। विद्यार्थियों की कल्पनाशीलता उनके लेखन को नए आयाम प्रदान करती है। विद्यार्थी प्रत्येक विषयवस्तु के प्रति भावनात्मक दृष्टिकोण से प्रेरित समझ को विकसित कर अपनी प्रतिक्रिया को व्यक्त करते हैं।

साहित्य ज्ञान का क्षेत्र विस्तृत है। इसमें विभिन्न उपन्यासों, कहानियों, नाटकों आदि के अध्ययन द्वारा विद्यार्थियों के ज्ञान का विस्तार होता है। हमारी भावनाएं, हमारी आचार नीति, मानव विज्ञान, इतिहास से परिचालित हैं। विद्यार्थी विभिन्न पुस्तकों के अध्ययन से इन सभी क्षेत्रों में ज्ञान की खोज करते हैं। उनकी ज्ञान प्राप्ति के विभिन्न रास्तों उन्हें अपने गंतव्य तक पहुंचाते हैं।

साहित्य ज्ञान पिपासा की पूर्ति का सशक्त माध्यम है।

## Extended Essay:

IB डिप्लोमा के लिए विस्तृत निबंध लिखना एक अनिवार्यता है। विद्यार्थी अपने चुने हुए छ विषयों में से किसी एक विषय में निबंध लिख सकते हैं। विस्तृत निबंध किसी विषय का गहन अध्ययन है। शोध प्रश्न आरम्भ में ही निश्चित होना आवश्यक है ताकि उसी आधार पर निबंध की रूपरेखा तैयार की जा सके। इसके लिए विद्यार्थी शिक्षक के साथ विस्तृत चर्चा कर तैयार करते हैं। निष्कर्ष निबंध का एक अनिवार्य अंग है जो शोध प्रश्न को ध्यान में रखकर लिखा जाता है। यह निबंध पूर्णतया औपचारिक है। इसे निश्चित समय सीमा में रहते हुए कई चरणों में पूरा किया जाता है। इसमें भाषा प्रयोग में विशेष सावधानी बरती जाती है। हिंदी साहित्य के विद्यार्थी विस्तृत निबंध में विशेष रुचि प्रदर्शित करते रहें हैं। इसके लिए वे अनेक साहित्यिक रचनाओं का अध्ययन कर ऐसे विषय का चुनाव करते रहे हैं जो उन्हें समाज से जोड़ते हैं तथा उन्हें विभिन्न मुद्दों को और अधिक गहरे से जानने में मदद करते हैं। अभी तक विद्यार्थियों ने अनेक ऐसे महत्वपूर्ण विषयों पर लिखा है जो उनकी साहित्य के प्रति रुचि का परिचय देता है।

हिंदी साहित्य में विस्तृत निबंध की तीन श्रेणियां हैं :

प्रथम : किसी ऐसी साहित्य रचना का अध्ययन जो मूल रूप से हिंदी भाषा में लिखी गयी हो।

द्वितीय : हिंदी भाषा में लिखी गयी किसी रचना का किसी अन्य भाषा की रचना के साथ तुलनात्मक अध्ययन।

तृतीय : भाषा का अध्ययन।

विद्यार्थी इन्हीं में से किसी एक श्रेणी का चयन कर अपना विस्तृत निबंध लिखते हैं।

## International Mindedness:

साहित्य का अध्ययन मातृभाषा के अध्ययन के साथ विद्यार्थियों की अन्य संस्कृतियों की समझ को विकसित करता है। पाठ्यक्रम के प्रथम भाग में पढ़े गए अनूदित साहित्य से उन्हें मातृभाषा के अलावा अंतर्राष्ट्रीय स्तर पर अपनी सोच को विकसित करने का अवसर मिलता है। विभिन्न देश, काल, परिस्थितियों में रचित अन्य भाषा के साहित्य में उभरते स्वर उनकी समझ को विस्तार देते हैं। जहाँ एक ओर दूसरी भाषाओं का सम्मान करना सीखते हैं वहीं उनमें रचित पुस्तकों से वहाँ के सांस्कृतिक संदर्भों को भी गहराई से समझते हैं और फिर अपना विषय निर्धारित कर निबंध लिखते हैं जो पूर्णतया उनकी मौलिक रचना होती है।

## IB learner profile development in a Literature Classroom

साहित्य का अध्ययन करने वाले विद्यार्थियों को सीखने की प्रक्रिया में निम्न बिन्दुओं को ध्यान में रखना आवश्यक है:

साहित्य का अध्ययन करने वाले विद्यार्थियों को सीखने की प्रक्रिया में निम्न बिन्दुओं को ध्यान में रखना आवश्यक है:		
<b>Inquirers जिज्ञासू</b>	ये प्रकृति से जिज्ञासू होते हैं। ये स्वाभाविक रूप से अपनी जिज्ञासा का विकास करते हैं। कुशलता से आवश्यक जानकारी प्राप्त कर सञ्चालन करते हैं। आत्म निर्भर होते हैं। क्रियात्मक रूप से ज्ञान प्राप्त करने में रुचि रखते हैं। उनका यह प्रेम दीर्घ काल तक उनके जीवन में रहता है।	विद्यार्थियों से अपेक्षा की जाती है कि वे प्रश्न पूछें और अपनी शंकाओं का निवारण करें। उन्हें अपनी राय प्रस्तुत करनी चाहिए। वे किसी भी विषयवस्तु/चरित्र/घटना का आलोचनात्मक ढंग से मूल्यांकन करने में स्वतंत्र होते हैं।
<b>Knowledgeable बुद्धिमान</b>	ये समस्याओं का निदान तात्कालिक स्थान और परिवेश के अनुसार करने में समर्थ होते हैं। समस्या के समाधान के लिए ये गहन अध्ययन	विद्यार्थी विभिन्न परिप्रेक्ष्य में अपनी समझ को विकसित करते हैं।

	से जानकारी प्राप्त कर विनयपूर्वक संतुलित और व्यापक रूप से समाधान करने में समर्थ होते हैं।	
<b>Thinkers विचारक</b>	ये कठिन परिस्थितियों में भी सोच विचार कर काम करते हैं। कठिन परिस्थितियों में भी निपुणता से समस्या को समझकर तर्क संगत एवं नैतिक निर्णय लेने में समर्थ होते हैं।	वे स्वयं को चरित्रों के स्थान पर देखकर विचारते हैं। वे या तो स्वयं निर्णय लेते हैं अथवा चरित्रों द्वारा दिए गए निर्णयों को न्यायसंगत सिद्ध करते हैं।
<b>Communicators संचारक</b>	ये दूसरे के विचारों को एक से अधिक भाषाओं में समझते हैं। अपने विचारों को कलात्मक ढंग से और विश्वास के साथ प्रकट करने में समर्थ होते हैं। ये सामंजस्य और स्वेच्छा से दूसरों के साथ विविध शैलियों में काम करते हैं और प्रभावशाली होते हैं।	उन्हें अपने विचारों को हिंदी अथवा अन्य किसी भाषा में प्रकट करना आना चाहिए।
<b>Principled सिद्धांतवादी</b>	ये किसी भी व्यक्ति, समूह अथवा समुदाय के सम्मान के लिए पूरी एकाग्रता, ईमानदारी व न्यायप्रियता के भाव से काम करते हैं। ये अपने सभी कार्यों व उनके परिणामों की जिम्मेदारी लेते हैं।	विद्यार्थियों को शिक्षा के क्षेत्र में पूर्ण ईमानदारी का निर्वाह करना चाहिए और उन्हें इस बात का अनुमान होना चाहिए कि अपने प्रत्येक कार्य व व्यवहार की जिम्मेदारी उनकी अपनी है। उन्हें न्यायप्रिय और निष्पक्ष होना चाहिए।
<b>Open-minded उदार मनस्क</b>	ये अपनी संस्कृति और व्यक्तिगत वृत्तान्तों को अच्छी तरह समझते हैं तथा सराहना करते हैं। ये अपने साथ दूसरों के सामाजिक मूल्यों को भी महत्व देते हैं। ये दूसरों की भावना और विचारों का सम्मान करते हैं। ये अनुभव द्वारा विकास के लिये सदा तत्पर रहते हैं।	उन्हें हर बात के सभी पहलुओं को समझना चाहिए। उन्हें उनकी समानता और विभिन्नता के साथ स्वीकार करना चाहिये। उन्हें अलग अलग समूहों के साथ कार्य करने को तैयार होना चाहिए।
<b>Caring संवेदनशील</b>	ये दूसरों की भावनाओं के प्रति सदा सहानुभूति, संवेदनशीलता व आदर का भाव रखते हैं। इनमें सेवा के प्रति एक समर्पण की भावना होती है और समाज तथा पर्यावरण के लिए ये सदैव सकारात्मक बदलाव की दिशा में काम करते हैं।	दूसरों के प्रति संवेदनशील होना चाहिए भले ही वे उनकी बात से सहमत न हों।
<b>Risk-takers जोखिम उठानेवाला</b>	ये अनजानी परिस्थितियों के प्रति दूरदर्शितापूर्ण व साहसपूर्ण रवैया अपनाते हैं। नयी भूमिकाओं, दृष्टिकोणों और तौर तरीकों का ये पूरे स्वातंत्र्य भाव से अन्वेषण करते हैं। अपने विश्वासों के प्रति ये साहसी और सूस्पष्ट होते हैं।	उन्हें बेहतर कारणों के लिए मौजूदा धरनों को चुनौती देने को तत्पर होना चाहिए। किसी भिन्न विचार, व्यक्ति अथवा सोचने के तरीके से भयभीत नहीं होना चाहिए।
<b>Balanced संतुलित</b>	संतुलित लोग व्यक्तिगत कल्याण व अन्य सभी के कल्याण हेतु बौद्धिक और भावनात्मक संतुलन के महत्व को अच्छी तरह समझते हैं।	इनमें समय और स्रोतों के संतुलित उपयोग की सामर्थ्य होनी चाहिए। भावनात्मक रूप से स्थिर होने चाहिये।
<b>Reflective परावर्तक</b>	अपने अनुभव व अधिगम पर ध्यान देते हैं। ये अपनी खूबियों व दुर्बलताओं को भली भांति समझते व उनका मूल्यांकन करने में सक्षम होते हैं जिसके फलस्वरूप ये अपने अधिगम व व्यक्तिगत उत्थान को सहारा दे पाते हैं।	इन्हें अच्छा विचारक होना चाहिए और विवेकपूर्वक विषय अथवा परिस्थिति का मूल्यांकन कर अपने विचार प्रस्तुत करने चाहिए।

### **Syllabus Break up 1<sup>st</sup> Year (IB DP –2014-16)**

Sr. No.	Month	Contents	Teaching Hrs
1	July, 14	jh<+ dh gM~Mh (Part 4 -IOP) fueZyk (Part 3)	19.5

		अपठित i ka"k , x ka"k (1+1)	
2	August,14	Eksjk ifjokj (Part 4- IOP) fueZyk (Part 3)	15
3	September,14	lkzsepan dh dgkfu;kj (Part 4 - IOP) fueZyk (Part 3) प्रश्नोत्तर अभ्यास 20 <sup>th</sup> September IOP 1	13
4	October,14	प्रश्नोत्तर अभ्यास vifBr i ka"k , x ka"k (1+1)	8
5	November,14	psjh dk cxhpk (Part 1-WA) Interactive Oral(WA) vkidk caVh (Part 3) 15 <sup>th</sup> Novembe IOP 2	12
6	December,14	xqfM+;k ?kj (Part 1-WA) Interactive Oral(WA) vkidk caVh (Part 3) vifBr i ka"k , x ka"k (1+1) 15 <sup>th</sup> December IOP 3, 20 <sup>th</sup> December IOP Final	18
7	January,15	जुलियस सीजर (Part 1-WA) Interactive Oral(WA) Reflective statement Superwised writing vkidk caVh (Part 3)	12.75
8	February,15	vifBr x ka"k (2) 17 <sup>th</sup> & 18 <sup>th</sup> February WA 1 Draft	6.75
9	March,15	आषाढ का एक दिन (Part 2-IOC) अपठित i ka"k , x ka"k (1+1) 17 <sup>th</sup> & 18 <sup>th</sup> March WA 2 Draft	18
10	April,15	कमलेश्वर की कहानियां (Part 2-IOC) त्याग पत्र (Part 3) 22 <sup>nd</sup> April WA 3 Draft, 23 <sup>rd</sup> -24 <sup>th</sup> WA Final Draft	18
11	June,15	त्याग पत्र (Part 3) अपठित i ka"k , x ka"k (1+1)	10
		TOTAL	151

### **Syllabus Break up 2<sup>nd</sup> Year (IB DP-2014-16)**

Sr. No.	Month	Contents	Teaching Hrs
1	July ,15	मैथिलीशरण गुप्त की कवितायें (Part 2-IOC)	19

		3 <sup>rd</sup> -8 <sup>th</sup> July IOC 1 अपठित i ka”k , x ka”k (1+1)	
2	August,15	मैला आँचल (Part 3) IOC Practice	16
3	September,1 5	मैला आँचल (Part 3) 1 <sup>st</sup> -3 <sup>rd</sup> September IOC 2, 15 <sup>th</sup> -19 <sup>th</sup> IOC Final	16
4	October,15	मैला आँचल (Part 3) अभ्यास -त्यागपत्र (Part 3)	13
5	November,1 5	अपठित i ka”k , x ka”k (1+1) अभ्यास - निर्मला(Part 3)	9
6	December,1 5	अभ्यास आपका बंटी (Part 3) अपठित i ka”k , x ka”k (1+1)	16
7	January,16	अभ्यास मैला आँचल (Part 3) अपठित i ka”k , x ka”k (1+1) प्रश्नोत्तर अभ्यास	14
8	February,16	प्रश्नोत्तर अभ्यास	9
9	March,16	अभ्यास मैला आँचल (Part 3) अपठित i ka”k , x ka”k (1+1)	15
10	April,16	प्रश्नोत्तर अभ्यास अपठित i ka”k , x ka”k (1+1)	17
		TOTAL	144

Hindi A LITERATURE - HL Assessment component Weighting	
<b>External assessment (4 hours)</b>	<b>70%</b>
<b>Paper 1: Literary commentary (2 hours)</b> The paper consists of two passages: one prose and one poetry. Students choose one and write a literary commentary. (20 marks)	<b>20%</b>
<b>Paper 2: Essay (2 hours)</b> 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)	<b>25%</b>
<b>Written assignment</b> 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.	<b>25%</b>
<b>Internal assessment</b>	<b>30%</b>

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	
<b>Individual oral commentary and discussion (20 minutes)</b> 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)	<b>15%</b>
<b>Individual oral presentation (10–15 minutes)</b> 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)	<b>15%</b>

<b>Hindi A LITERATURE SL</b> Assessment component Weighting	
<b>External assessment (3 hours)</b>	<b>70%</b>
<b>Paper 1: Guided literary analysis (1 hour 30 minutes)</b> 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)	<b>20%</b>
<b>Paper 2: Essay (1 hour 30 minutes)</b> 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)	<b>25%</b>
<b>Written assignment</b> 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.	<b>25%</b>
<b>Internal assessment</b> This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	<b>30%</b>
<b>Individual oral commentary (10 minutes)</b> Students present a formal oral commentary and answer subsequent questions on an extract from a work studied in part 2. (30 marks)	<b>15%</b>
<b>Individual oral presentation (10–15 minutes)</b> 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)	<b>15%</b>

## 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 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 their 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 and shows 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 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 of the part 2 works.
	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 them 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 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 in language appropriate to a formal essay. At HL students are required to construct
	Paper 2	Students are required to write a formal essay comparing at least two works in response to a 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 the audience.

### Individual Oral Presentation Rubric – HL (first examinations 2013)

	0	1-2	3-4	5-6	7-8
<p><b>Criterion A: Knowledge and understanding of the work(s)</b></p> <ul style="list-style-type: none"> <li>How much knowledge and understanding does the student show of the work(s) used in the presentation?</li> </ul>	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.
<p><b>Criterion B: Presentation</b></p> <ul style="list-style-type: none"> <li>How much attention has been given to making the delivery effective and appropriate to the presentation?</li> <li>To what extent are strategies used to interest the audience (for example, audibility, eye contact, gesture, effective use of supporting material)?</li> </ul>	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 a suitable strategy used to interest the audience.
<p><b>Criterion C: Language</b></p> <ul style="list-style-type: none"> <li>How clear and appropriate is the language?</li> <li>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.)</li> </ul>	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.

### Individual Oral Presentation Rubric – SL (first examinations 2013)

	0	1-2	3-4	5-6	7-8
<p><b>Criterion A: Knowledge and understanding of the work(s)</b></p> <ul style="list-style-type: none"> <li>How much knowledge and understanding does the student show of the work(s) used in the presentation?</li> </ul>	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.



<p><b>Criterion B: Presentation</b></p> <ul style="list-style-type: none"> <li>• How much attention has been given to making the delivery effective and appropriate to the presentation?</li> <li>• To what extent are strategies used to interest the audience (for example, audibility, eye contact, gesture, effective use of supporting material)?</li> </ul>	<p>does not reach standard</p>	<p>Delivery of the presentation is inappropriate, with virtually no attempt to interest the audience.</p>	<p>Delivery of the presentation is sometimes appropriate, with some attempt to interest the audience.</p>	<p>Delivery of the presentation is generally appropriate and shows an intention to interest the audience.</p>	<p>Delivery of the presentation is consistently appropriate, with suitable strategies used to interest the audience.</p>
<p><b>Criterion C: Language</b></p> <ul style="list-style-type: none"> <li>• How clear and appropriate is the language?</li> <li>• 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.)</li> </ul>	<p>does not reach standard</p>	<p>The language is inappropriate, with virtually no attempt to choose register and style suited to the choice of presentation.</p>	<p>The language is sometimes appropriate, but with little sense of register and style suited to the choice of presentation.</p>	<p>The language is mostly appropriate, with some attention paid to register and style suited to the choice of presentation.</p>	<p>The language is clear and appropriate, with register and style well suited to the choice of presentation.</p>

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

	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<p><b>Criterion A: Knowledge and understanding of the poem</b></p> <ul style="list-style-type: none"> <li>How well is the student's knowledge and understanding of the poem demonstrated by their interpretation?</li> </ul>	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.
<p><b>Criterion B: Appreciation of the writer's choices</b></p> <ul style="list-style-type: none"> <li>To what extent does the student appreciate how the writer's choices of language, structure, technique and style shape meaning?</li> </ul>	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.
<p><b>Criterion C: Organization and presentation of the commentary</b></p> <ul style="list-style-type: none"> <li>To what extent does the student deliver a structured, well-focused commentary?</li> </ul>	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.
<p><b>Criterion D: Knowledge and understanding of the work used in the discussion</b></p> <ul style="list-style-type: none"> <li>How much knowledge and understanding has the student shown of the work used in the discussion?</li> </ul>	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.
<p><b>Criterion E: Response to the discussion questions</b></p> <ul style="list-style-type: none"> <li>How effectively does the student respond to the discussion questions?</li> </ul>		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.
<p><b>Criterion F: Language</b></p> <ul style="list-style-type: none"> <li>How clear, varied and accurate is the language?</li> <li>How appropriate is the choice of register and style? ("Register" refers, in</li> </ul>	does not reach standard	The language is rarely clear and appropriate, with many errors in grammar and sentence construction and	The language is sometimes clear and appropriate; grammar and sentence construction are generally accurate,	The language is mostly clear and appropriate, with an adequate degree of accuracy in grammar and sentence	The language is clear and appropriate, with a good degree of accuracy in grammar and sentence	The language is very clear and entirely appropriate, with a high degree of accuracy in grammar and

this context, to the student's use of elements such as vocabulary, tone, sentence structure and terminology appropriate to the commentary.)		little sense of register and style.	although errors and inconsistencies are apparent; register and style are to some extent appropriate.	construction; the register and style are mostly appropriate.	construction; register and style are effective and appropriate.	sentence construction; the register and style are consistently effective and appropriate.
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### Individual Oral Commentary – SL (first examinations 2013)

	0	1-2	3-4	5-6	7-8	9-10
<b>Criterion A: Knowledge and understanding of the poem</b> • 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.
<b>Criterion B: Appreciation of the writer's choices</b> • 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
<b>Criterion C: Organization and presentation of the commentary</b> • 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.
<b>Criterion D: Language</b>	does not reach	The language is rarely clear and appropriate,	The language is sometimes clear and appropriate;	The language is mostly clear and appropriate,	The language is clear and appropriate, with a good	The language is very clear and entirely appropriate,

<ul style="list-style-type: none"> <li>• How clear, varied and accurate is the language?</li> <li>• 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.)</li> </ul>	<p>h stan dar d</p>	<p>with many errors in grammar and sentence construction and little sense of register and style.</p>	<p>grammar and sentence construction are generally accurate, although errors and inconsistencies are apparent; register and style are to some extent appropriate.</p>	<p>with an adequate degree of accuracy in grammar and sentence construction; the register and style are mostly appropriate.</p>	<p>degree of accuracy in grammar and sentence construction; register and style are effective and appropriate.</p>	<p>with a high degree of accuracy in grammar and sentence construction; the register and style are consistently effective and appropriate.</p>
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Written Assignment Rubric – HL and SL (first examinations 2013)

	0	1	2	3
<p><b>Criterion A: Fulfilling the requirements of the reflective statement</b></p> <p>To what extent does the student show how their understanding of cultural and contextual elements was developed through the interactive oral?</p> <p><b>Note:</b> 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’s understanding of cultural and contextual elements.	Reflection on the interactive oral shows some development of the student’s understanding of cultural and contextual elements.	Reflection on the interactive oral shows development of the student’s understanding of cultural and contextual elements.
	0	1-2	3-4	5-6
<p><b>Criterion B: Knowledge and understanding</b></p> <p>How effectively has the student used the topic and the essay to show knowledge and understanding of the chosen work?</p>	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><b>Criterion C: Appreciation of the writer’s choices</b></p> <p>To what extent does the student appreciate how the writer’s choices of language, structure, technique and style shape meaning?</p>	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	
<p><b>Criterion D: Organization and development</b></p> <ul style="list-style-type: none"> <li>How effectively have the ideas been organized, and how well are references to the works integrated into the development of the ideas?</li> </ul> <p><b>Note:</b> 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 effectively organized and developed, with well-integrated examples from the works used.
<p><b>Criterion E: Language</b></p> <ul style="list-style-type: none"> <li>How clear, varied and accurate is the language?</li> <li>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.)</li> </ul>	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	Language is clear and carefully chosen, with an adequate degree of accuracy in grammar, vocabulary and sentence construction despite some lapses; register	Language is clear and carefully chosen, with a good degree of accuracy in grammar, vocabulary and sentence construction; register and	Language is clear and carefully chosen, with a high degree of accuracy in grammar, vocabulary and sentence construction; register and

			are apparent; the register and style are to some extent appropriate to the task.	and style are mostly appropriate to the task.	style are consistently appropriate to the task.	are appropriate to the task.
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**Paper 1 HL: Literary commentary** (first examinations 2013)

	0	1	2	3	4
<p><b>Criterion A: Understanding and interpretation</b></p> <ul style="list-style-type: none"> <li>How well does the student's interpretation reveal understanding of the thought and feeling of the passage?</li> <li>How well are ideas supported by references to the passage?</li> </ul>	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.
<p><b>Criterion B: Appreciation of the writer's choices</b></p> <ul style="list-style-type: none"> <li>To what extent does the analysis show appreciation of how the writer's choices of language, structure, technique and style shape meaning?</li> </ul>	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.
<p><b>Criterion C: Organization and development</b></p> <ul style="list-style-type: none"> <li>How well organized, coherent and developed is the presentation of ideas?</li> </ul>	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.
<p><b>Criterion D: Language</b></p> <ul style="list-style-type: none"> <li>How clear, varied and accurate is the language?</li> <li>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.)</li> </ul>	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.

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

	0	1	2	3	4
<p><b>Criterion A: Understanding and interpretation</b></p> <ul style="list-style-type: none"> <li>How well does the student's interpretation reveal understanding of the thought and feeling of the passage?</li> <li>How well are ideas supported by references to the passage?</li> </ul>	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.

<b>Criterion B: Appreciation of the writer's choices</b> <ul style="list-style-type: none"> <li>To what extent does the analysis show appreciation of how the writer's choices of language, structure, technique and style shape meaning?</li> </ul>	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.
<b>Criterion C: Organization and development</b> <ul style="list-style-type: none"> <li>How well organized and coherent is the presentation of ideas?</li> </ul>	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.
<b>Criterion D: Language</b> <ul style="list-style-type: none"> <li>How clear, varied and accurate is the language?</li> <li>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.)</li> </ul>	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.

**Paper 2 HL: Essay (first examinations 2013)**

	0	1	2	3	4	
<b>Criterion A: Knowledge and understanding</b> <ul style="list-style-type: none"> <li>How much knowledge and understanding has the student shown of the part 3 works studied in relation to the question answered?</li> </ul>	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.	T k u p r q
<b>Criterion B: Response to the question</b> <ul style="list-style-type: none"> <li>How well has the student understood the specific demands of the question?</li> <li>To what extent has the student responded to these demands?</li> <li>How well have the works been compared and contrasted in relation to the demands of the question?</li> </ul>	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.	T t a s q c t c a e w t



<p><b>Criterion C: Appreciation of the literary conventions of the genre</b></p> <ul style="list-style-type: none"> <li>To what extent does the student identify and appreciate the use of literary conventions in relation to the question and the works used?</li> </ul>	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.	E c p a d r q w
<p><b>Criterion D: Organization and development</b></p> <ul style="list-style-type: none"> <li>How well organized, coherent and developed is the presentation of ideas?</li> </ul>	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.	I o e c d
<p><b>Criterion E: Language</b></p> <ul style="list-style-type: none"> <li>How clear, varied and accurate is the language?</li> <li>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.)</li> </ul>	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.	L c c p d g a c a a ta

**Paper 2 SL: Essay (first examinations 2013)**

	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<p><b>Criterion A: Knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>How much knowledge and understanding has the student shown of the part 3 works studied in relation to the question answered?</li> </ul>	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 part 3 works in relation to the question answered.
<p><b>Criterion B: Response to the question</b></p> <ul style="list-style-type: none"> <li>How well has the student understood the specific demands of the question?</li> <li>To what extent has the student responded to these demands?</li> <li>How well have the works been compared and contrasted in relation to the demands of the question?</li> </ul>	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.
<p><b>Criterion C: Appreciation of the literary conventions of the genre</b></p> <ul style="list-style-type: none"> <li>To what extent does the student identify and appreciate the use of literary conventions in relation to the question and the works used?</li> </ul>	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.
<p><b>Criterion D: Organization and development</b></p> <ul style="list-style-type: none"> <li>How well organized, coherent and developed is the presentation of ideas?</li> </ul>	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.
<p><b>Criterion E: Language</b></p>	does not reach	Language is rarely clear and appropriate; there	Language is sometimes clear and carefully	Language is clear and carefully chosen, with an	Language is clear and carefully chosen, with a good

<ul style="list-style-type: none"> <li>• How clear, varied and accurate is the language?</li> <li>• 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.)</li> </ul>	stand ard	are many errors in grammar, vocabulary and sentence construction, and little sense of register and style.	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.	adequate degree of accuracy in grammar, vocabulary and sentence construction despite some lapses; register and style are mostly appropriate to the task.	degree of accuracy in grammar, vocabulary and sentence construction; register and style consistently appropriate to the task.
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Resource: पाठ्य पुस्तकें, शब्दकोष, हिंदी की विभिन्न पत्र पत्रिकाएं I

## **IB DP Hindi A Literature BOOK LIST (240 Hrs for HL/ 150 for SL)**

<b>Part 1:Work in Translation (SL 40 Hrs) (HL 65 Hrs)</b>					
	पुस्तक सूची (SL)	HRS	पुस्तक सूची (HL)	HRS	रचनाकार
1	गुडिया घर	20	गुडिया घर	22	हेनरिक इब्सन
2	चैरी का बगीचा	20	चैरी का बगीचा	22	एंत्तोन चेखोव
3			जुलियस सीजर	21	विलियम शेक्सपियर
<b>Part 2:Detailed Study (SL 40 Hrs) (HL 65 Hrs)</b>					
4	आषाढ का एक दिन	20	आषाढ का एक दिन	22	मोहन राकेश
5	कमलेश्वर की कहानियाँ	20	कमलेश्वर की कहानियाँ	22	कमलेश्वर
6			मैथिलिशरण गूप्त की कविताएँ	21	मैथिलीशरण गूप्त
<b>Part 3:Literary (SL 40 Hrs) Genres (HL 65 Hrs)</b>					
7	त्यागपत्र	10	त्यागपत्र	13	जैनेन्द्र कुमार
8	निर्मला	15	निर्मला	16	प्रेमचंद
9	आपका बंटी	15	आपका बंटी	16	मन्नु भण्डारी
10			मैला आँचल	20	फणीश्वर नाथ रेणू
<b>Part 4:Options (SL 30 Hrs) (HL 45 Hrs)</b>					
11	मेरा परिवार	10	मेरा परिवार	15	महादेवी वर्मा
12	रीढ़ की हड्डी	10	रीढ़ की हड्डी	15	जगदीश चन्द्र माथूर
13	प्रेमचंद रचना संचयन	10	प्रेमचंद रचना संचयन	15	प्रेमचंद



