

# ST. JOSEPH'S INSTITUTION INTERNATIONAL MALAYSIA



**ENGLISH A:  
LANGUAGE & LITERATURE  
HANDBOOK  
2017-18**

# Why study English A: Language and Literature?

If you are trying to decide between which of the English A courses to choose, this course differs from the literature because, of course, it includes the language aspect. That means that, rather than dedicate two years to the study of literature, you will only focus on literature for one year. With this course, you will look at a greater range of non-fiction texts and some of your assessments include more creative tasks such as writing newspaper articles, opinion columns or blogs with a specific purpose and audience in mind.

Language and Literature comprises four parts – two relate to the study of language and two relate to the study of literature.

The study of the texts produced in a language is central to an active engagement with language and culture and, by extension, to how we see and understand the world in which we live. A key aim of the course is to encourage you to question the meaning generated by language and texts, which, it can be argued, is rarely straightforward and unambiguous. Helping you to focus closely on the language of the texts you study and to become aware of the role of each text's wider context in shaping its meaning is central to the course.

At SJI Malaysia, Language and Literature is offered at both higher level (HL) and standard level (SL).

## Approaches to teaching and learning in English

There are four assessment objectives at SL and HL for the Language and Literature course.

### **Knowledge and understanding:**

Students will need to demonstrate knowledge and understanding of a range of texts. They will also need to demonstrate a knowledge and understanding of the use of language, structure, technique and style.

In addition, students will need to show a critical understanding of the various ways in which the reader constructs meaning and of how context influences this constructed meaning.

Finally, students will need to demonstrate an understanding of how different perspectives influence the reading of the text.

### **Application and analysis:**

For creative tasks, students will need to demonstrate an ability to choose a text type appropriate to the purpose required, and use terminology relevant to the various text types studied.

Throughout the course, they will need to demonstrate an ability to analyse the effects of language, structure, style and technique on the reader. They will need to show an understanding of the ways in which the production and reception of texts shape meaning.

Finally, they will need to demonstrate an ability to substantiate and justify ideas with relevant examples.

### **Synthesis and evaluation:**

Students will need to demonstrate an ability to compare and contrast the formal elements, content and context of texts. Also, students will need to discuss the different ways in which language and image may be used in a range of texts.

At HL, students will need to write a critical response evaluating some aspects of text, context and meaning.

### **Selection and use of appropriate presentation and language skills:**

Throughout the course, students will need to demonstrate an ability to express ideas clearly and with fluency in both written and oral communication.

They will need to demonstrate an ability to discuss and analyse texts in a logical and focused manner.

Finally, at HL, students will need to write a balanced, comparative analysis.

In order to meet these aims, we expect you to develop a **broad set of skills**. How these skills can relate to Literature is outlined below.

**Research skills** – how to look up information and find things out for yourself in constructive ways, how to tell if information you have found is trustworthy and how to use information honestly. For example, you will need to research contextual information relating to an author and the significant historical or political events which shaped the writing and reception of the text.

**Communication skills** – this means expressing your judgements and views distinctly and writing responses to questions succinctly. Many students do not realise that even answering questions clearly in class is a communication skill!

**Social skills** – in English Literature, students will have the opportunity to work in groups, for example during group presentation. You are expected to participate fully, but also listen to and encourage the participation of others.

**Thinking skills** – these skills are required in English Literature in every lesson! You must be prepared to learn how to analyse, explain, evaluate, discuss, make links and see the “big picture”.

**Self-management skills** – these are crucial to success in the IB DP, because you will be studying a lot of subjects and participating in a lot of activities. You must be able to work independently, effectively and in an organised manner.

This means that your teacher will also use a **broad set of approaches**, including:

**Inquiry** – whilst teachers know that they have to give students information, they know that students finding things out and coming to conclusions by themselves rather than always being told is very good. You will be expected to find things out AND ask questions throughout your English Language and Literature course.

**Emphasising concepts** – teachers will try to encourage you to see the big pictures, like some of the ideas above, rather than expect you to see each lesson as an individual entity that can be pushed to one side as soon as it is over. As you study the literary texts, you may recognise common threads such as class or gender which thematically connect the non-literary or literary works.

**Differentiation** – teachers will use a variety of teaching strategies and approaches so that everyone's different needs and preferred ways of learning can be addressed.

**Development of independence** – your teacher will set challenging tasks to do on your own, and have high expectations of you, so they will help you to develop their self-management skills.

**Assessment** – your teacher will use a variety of assessment methods and give feedback in different ways; he or she will also expect you to be able to assess your own and your classmates' work in a useful way. The aim is that you will not simply be looking to see what marks you have got – but what you *need to do next in order to improve*.

## English and the IB learner profile

While you progress through your diploma programme studies and activities, you will develop a number of attributes. The IB calls this the IB “learner profile”. This table shows you what the learner profile attributes are and some examples of how English can help you develop these.

<b>We hope you will become ...</b>	<b>Example in English</b>
Inquirers	Students will need to <b>find out</b> biographical information about the authors, social context, historical context or the political context which influenced the writing and reception of the text.
Knowledgeable	Students will <b>build up knowledge</b> of literary terms, literary movements and generic conventions through the study of this course. They will gain knowledge of, amongst other things, how language is used in different forms of mass communication, how context has helped shape the evolution of the English language and the impact of colonialism on former colonial states in Africa.

Thinkers	Students will need to <b>understand</b> and apply different literary theories to texts. They will need to learn how to apply critical lenses to texts such as Gender Studies, Post-Colonialist, Structuralism, Post-Structuralism, and Marxist Criticism.
Communicators	Students will <b>verbally communicate</b> ideas, opinions and judgements. Some of their formal assessments will be in presentation form. They will <b>write</b> formal essays and commentaries. For example, they may write an essay on the representation of The Proles in George Orwell's 1984 or give a presentation on how techniques create influential power within a political speech.
Principled	Through the study of non-literary and literary works, students develop the ability to respond with <b>empathy</b> . They will recognise and be considerate to different cultures and people of different backgrounds.
Open-minded	In connection with the above, students will learn to <b>respect others' views</b> even though they feel others may not be right and/or they do not agree with them.
Caring	Through engagement with non-fiction and literature, students will develop compassion and respect for people of many different backgrounds and circumstances. They will see how novels, poetry, and drama can make a positive difference to the lives of others and give a voice to the unheard.
Risk-takers	Students will need to uphold the principles they have developed <b>even though this may generate disagreement</b> with their peers.
Balanced	The topic contributes to the students' <b>whole IB education</b> .
Reflective	In particular, students will be able to <b>evaluate</b> the success and weaknesses of particular literary works and reflect on the impact a text has had upon their own outlook.

# Syllabus Content

## Part 1: Language in a Cultural Context

In this part of the course, you will be given the opportunity to explore how language develops in specific cultural contexts, how it impacts the world, and how language shapes both individual and group identity.

Some of the suggested topics are:

- Gender (inequality, construction of masculinity and femininity)
- Language and communities (nation/region, subcultures)
- Language and power (linguistic imperialism, propaganda)

- Language and the individual (multilingualism/bilingualism, language profile/identity)
- History and evolution of the English language (disappearing and revival language)
- Language and knowledge (science and technology, argot and jargon)

## **Part 2: Language and Mass Communication**

In part 2, you will consider the way language is used in the media. Mass media includes newspapers, magazines, the internet (for example, social networking), television and film.

Some of the suggested topics are:

- Textual bias (news reporting, sports coverage)
- Stereotypes (gender, ethnicity)
- Popular culture (comics, soaps)
- Role of editing (news bulletins, websites)

## **Part 3: Literature – Texts and Contexts**

Meaning in a text is shaped by culture and by the contexts of the circumstances of its production. It is also shaped by what the readers bring to it. Literary texts are not created in a vacuum but are influenced by social context, cultural heritage and historical change. Through the close reading of literary texts, you will consider the relationship between literature and issues at large, such as gender, power and identity.

## **Part 4: Literature – Critical Study**

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

# **English in the timetable at SJIIM**

The IB requires 240 hours of teaching for HL and 150 hours of teaching for SL. At SJIIM, HL Language & Literature is allocated three double lessons per week and SL Language & Literature is allocated two double lessons per week.

It sometimes happens that HL and SL Language & Literature are taught in the same class. In this case, the teacher will let the SL students know when they do not need to come to lessons. Sometimes students will find they need to go to all three lessons in a week; sometimes they will only attend one or two of the lessons in a week and sometimes there will be periods of time when they will not be required to attend at all.

# Assessment criteria for Paper 1: Textual Analysis

So that you have some idea of what will be expected of you in advance, these are the criteria that examiners use to mark Paper 1: Textual Analysis.

In paper 1, at SL, students are given two unseen passages or extracts along with some guiding questions to assist their response. Students choose one of the texts and write an analysis of it. At HL, students are provided with two pairs of texts. Each pair of texts is united by a common theme but there will also be considerable differences. For example, they might be a different text type, be written for a different audience or be from a different time period. Students, after choosing one pair to analyse, will then write a comparative analysis of the two.

Form many of the assessment components, as with the example given, students will be assessed on knowledge and understanding, analysis of author's techniques, the structure and coherence of their writing, and the quality of their written communication.

CRITERION	EVIDENCE
<b>A: Understanding of the text(s) (HL Only – Comparison of the texts)</b>	How well have you understood the text? How well have you understood its context and purpose? At HL, how well have you understood the similarities and differences between them? How well have comments been supported with well-chosen references to the text?
<b>B: Understanding of the use and effects of stylistic features</b>	To what extent does the analysis show appreciation of how the writer's choice of language, structure, technique and style shape meaning? How well have you shown an understanding of the effects of these stylistic features upon the reader?
<b>C: Organisation and development</b>	How well organised, coherent and developed is the presentation of ideas?
<b>D: Language</b>	How clear, varied and accurate is the language? How appropriate is the choice of register, style and terminology?

## Difference between higher and standard level English Language and Literature

The difference between higher and standard level English Language and Literature is the amount of content, followed by slightly shorter examination papers. Higher level students also have two extra literary texts to read (see the reading list). At SL, students submit one written task. At HL, they submit two.

Because higher level has more content, in practice it is a bit more demanding. In addition, some of the grading criteria used in assessments places a higher demand on students.

## Final assessment in English Language and Literature

An overview of how you will be assessed on the final set of skills and knowledge that you have acquired is as follows.

LEVEL	ASSESSMENT	WEIGHTING (%)
HIGHER	<p><b>External Assessment</b></p> <p>Paper 1: Textual Analysis            Paper 2: Essay (Students answer one question based on both the works studied in part 3)            Written Task (Students submit a creative task in response to either part 1 or part 2 and a critical response to one of the prescribed questions for HL additional study.)</p> <p><b>Internal Assessment</b></p> <p>Individual Oral Commentary            Further Oral Activity</p>	<p><b>70%</b></p> <p>25%            25%            20%</p> <p><b>30%</b></p> <p>15%            15%</p>
STANDARD	<p><b>External Assessment</b></p> <p>Paper 1: Textual analysis            Paper 2: Essay (Students answer one question based on at least two works studied in part 3)            Written Assignment (Students one written task for external assessment)</p> <p><b>Internal Assessment</b></p> <p>Individual Oral Commentary            Further Oral Activity</p>	<p><b>70%</b></p> <p>25%            25%            20%</p> <p><b>30%</b></p> <p>15%            15%</p>



# English Literature resources

## Textbooks

The textbook we use are the Oxford English A: Language and Literature Course Companion and Oxford IB Skills and Practice for English A: Language and Literature by Rob Allison and Brian Chanen.

## Reading list

**Please note that these are subject to change and your teacher will provide you with a reading list in advance of the course's commencement.**

### Part 3

Standard Level – Texts to be studied

Text	Author	Genre	Date/Period	Language/Place
A Doll's House	H. Ibsen	Drama	1879/C19	Norwegian (Europe)
A Streetcar Named Desire	T. Williams	Drama	C20	Canada, The USA and the Caribbean

Higher Level – Texts to be studied

Text	Author	Genre	Date/Period	Language/Place
A Doll's House	H. Ibsen	Drama	1879/C19	Norwegian (Europe)
A Streetcar Named Desire	T. Williams	Drama	C20	Canada, The USA and the Caribbean
Henry IV Part I	W. Shakespeare	Drama	C16/17	Europe

### Part 4

Standard Level – Texts to be studied

Text	Author	Genre	Period	Place
1984	George Orwell	Prose: Novel	C20	Europe
Half of a Yellow Sun	Chimamanda Adiche	Prose: Novel	C20	Africa

Higher Level – Texts to be studied

Text	Author	Genre	Period	Place
1984	George Orwell	Prose: Novel	C20	Europe
Half of a Yellow Sun	Chimamanda Adiche	Prose: Novel	C20	Africa
Songs of Innocence and Experience	William Blake	Poetry	C18/C19	Europe

## Websites

There are many websites which you may find useful – however, websites like Sparknotes will only provide you with a basic understanding of the texts and you should use more academic works to support your understanding.

Throughout the course, your teacher will provide you with critical essays and wider reading but you should also be prepared to find your own.

<https://www.about-face.org/category/topics/gender-inequality-2/> - A useful website for looking at the depiction of gender and stereotyping within the media – both positive representations and negative representations

<http://crossref-it.info/> - A useful introduction to some of your literary texts with helpful notes on contextual and cultural reference

<https://www.bl.uk/#> - The British Library has some excellent features on some of the older texts on the reading list.

<http://www.victorianweb.org/> - The Victorian Web features a broad range of scholarly criticism on some of your texts as well as providing some useful contextual information on the Victorian era in Britain.

<http://ibsen.nb.no/id/1430.0> - Some very useful resources on Ibsen including background on his major works.

<http://www.litcharts.com/> - Handy resources for some of your literary texts. Visually clear and information charts are available and they are useful to introduce the texts.

## Teaching order Year 12 (2016 -17)

Year	Term	Topics Learned	Summative Assessment
1	1	<b>Part 1: Language in a Cultural Context</b> Language and Gender Language and Power Language and Knowledge	Written Task Further Oral Activity Paper 1 Practice Papers
	2	<b>Part 1: Language in a Cultural Context</b> History and Evolution of the English Language Language and Communities Language and the Individual  <b>Part 2: Language and Mass Communication</b> Pop Culture	Paper 1 Practice Papers Further Oral Activity Written Task

		The language of persuasion Bias	
	3	<b>Part 2: Language and Mass Communication</b> Stereotypes The role of editing	Written Task

## Teaching order Year 13 (2017 -18)

Year	Term	Topics Learned	Summative Assessment
By	1	<b>Part 4: Detailed Study</b> Half of a Yellow Sun by Chimamanda Adichie (HL & SL) 1984 by George Orwell (HL & SL) Songs of Innocence and Experience by William Blake ( <b>HL Only</b> )	IOC: Individual Oral Commentary Paper 1 Practice Assessments Written Task (HL Only)
	2	<b>Part 3: Texts and Contexts</b> A Streetcar Named Desire by Tennessee Williams (HL & SL) A Doll's House by Henrik Ibsen (HL & SL) Henry IV Part I by William Shakespeare ( <b>HL Only</b> )	Paper 2 Practice Assessments
		Exam Preparation	Mock Examination External Examination