

ST. JOSEPH'S INSTITUTION INTERNATIONAL MALAYSIA



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

Why study English A: Literature?

Literature is for students who are interested in the subject and are passionate about reading. The literature reading list is long (10 texts at SL & 13 texts at HL to be studied over the course of the two-years) and, if opting for this subject, it is imperative that you are an avid reader that will commit to reading the selected prose, drama and poetry.

As well as this, you will be expected to read literary criticism on the chosen texts to help support your understanding.

Through the study of a wide range of literature, the course will encourage students to appreciate the artistry of literature and to develop the ability to think critically about what they have read.

In view of the international nature of the IB, students will read texts from a range of cultures and, in some cases, translated from other languages. The study of works in translation is especially important in introducing students, through literature, to other cultural perspectives.

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

Approaches to teaching and learning in English

There are three assessment objectives at SL and at HL for the Language A: Literature course.

Knowledge and understanding:

Students will need to demonstrate knowledge and understanding of individual literary works as representatives of their genre and period, and the relationship between them.

They will need to demonstrate an understanding of the ways in which cultural values are expressed through literature.

Students must also demonstrate awareness of the significance of context in which a work is written and received.

Finally, students must learn how to substantiate and justify ideas with relevant examples.

Analysis, synthesis and evaluation:

Students must demonstrate an ability to analyse language, structure, technique and style, and evaluate their effects upon the reader.

In addition, students will demonstrate an ability to engage in independent literary criticism on both familiar and unfamiliar literary texts. Finally, at HL, they must show an ability to examine and discuss in depth the effects of literary techniques and the connections between style and meaning.

Selection and use of appropriate presentation and language skills:

For this objective, students will need to demonstrate an ability to express ideas clearly and fluently in both written and oral communication, with an effective choice of register and style. When presenting analysis, either written or oral, arguments must be well-organised.

In addition, students will need to demonstrate a command of terminology and concepts appropriate to the study of literature.

Finally, at HL, students will need to demonstrate the ability to write a sustained and detailed literary commentary.

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 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 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.

We hope you will become ...	Example in English
Inquirers	Students will need to find out 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 build up knowledge of literary terms, literary movements and generic conventions through the study of this course. They will gain knowledge of, amongst other things, crime and punishment in Victorian Britain, the impact of colonialism on former colonial states in Africa and the significance of ritual in Japanese tea making ceremonies.
Thinkers	Students will need to understand 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 verbally communicate ideas, opinions and judgements. Some of their formal assessments will be in presentation form. They will write 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 the importance of the past in The Great Gatsby.
Principled	Through the study of literary works, students develop the ability to respond with empathy . 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 respect others' views even though they feel others may not be right and/or they do not agree with them.
Caring	Through engagement with 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 even though this may generate disagreement with their peers.
Balanced	The topic contributes to the students' whole IB education .
Reflective	In particular, students will be able to evaluate 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: Works in Translation

This part of the course is a literary study of works in translation, based on close reading of the works themselves. Students are encouraged to appreciate the different perspectives of people from other cultures and consider the role that culture plays in making sense of literary works.

Part 2: Detailed Study

In part 2, the focus is on detailed analysis of a work, both in terms of content and technique. The detailed study is best achieved through approaches that ensure close reading and significant analysis of the significant elements of the works involved.

Part 3: Literary Genres: Drama

In part 3, a group of works selected from the same literary genre is studied in depth. At SJIIM, this will be drama. Each genre has recognisable techniques referred to as literary conventions and writers use these conventions, along with other literary features, in order to achieve particular artistic ends. Through this part of the course, students will gain an understanding of how conventions of drama can be used.

Part 4: Literature and Film

In part 4, students will study the adaptation of a literary work into a film. Students will be expected to compare films and their literary roots from a critical perspective and analyse the reasons for the choices made when adapting a film from a literary work. In addition, we will explore how characters evolve in a specific space and develop an

understanding of the use of symbolism and how it can be transferred from one medium to another.

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 English Literature students 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: Literary Commentary

So that you have some idea of what will be expected of you in advance, this is the criteria that examiners use to mark the Paper 1: Literary Commentary. The Literary Commentary is a response to an unseen text and it is completed at the end of Year 13.

For this assessment, you will choose from a poem or an extract from a novel and write an essay style response.

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	DESCRIPTORS
A: Understanding and interpretation	How well does your interpretation reveal understanding of the thoughts and feelings within the passage? How well are ideas supported by reference to the passage?
B: Appreciation of the writer's choices.	To what extent does the analysis show appreciation of how the writer's choice of language, structure, technique and style shape meaning?
C: Organisation and development.	How well organised, coherent and developed is the presentation of ideas?
D: Language	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 Literature

The difference between higher and standard level English Literature is the amount of content, followed by slightly shorter examination papers. Higher level students also have three extra texts to read (see the reading list). 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 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	External Assessment	70%
	Paper 1: Literary Commentary	20%
	Paper 2: Essay (Students answer one question based on at least two works studied in part 3)	25%
	Written Assignment (Students submit an essay on one work studied in part 1)	20%
	Internal Assessment	30%
	Individual Oral Commentary	15%
	Individual Oral Presentation	15%
STANDARD	External Assessment	70%
	Paper 1: Guided Literary Analysis	20%
	Paper 2: Essay (Students answer one question based on at least two works studied in part 3)	25%
	Written Assignment (Students submit an essay on one work studied in part 1)	25%

	Internal Assessment	30%
	Individual Oral Commentary	15%
	Individual Oral Presentation	15%

English Literature resources

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 1: Works in Translation

SL	HL
Study of two works. All works are chosen from the titles in the prescribed literature in translation (PLT) list.	Study of three works. All works are chosen from the titles in the prescribed literature in translation (PLT) list.

Standard Level: Texts to be studied

Text	Author	Genre	Date/Period	Language/Place
Rickshaw Boy	Lao She	Prose	1937	Chinese
A Doll's House	H. Ibsen	Drama	1879	Norwegian

Higher Level: Texts to be studied

Text	Author	Genre	Date/Period	Language/Place
Rickshaw Boy	Lao She	Prose	1937	Chinese
A Doll's House	H. Ibsen	Drama	1879	Norwegian
Thousand Cranes	Y. Kawabata	Prose	1952	Japanese

Part 2: Detailed Study

SL	HL
Study of two works. All works are chosen from the prescribed list of authors (PLA) for the language A being studied, each from a different genre.	Study of three works. All works are chosen from the prescribed list of authors (PLA) for the language A being studied, each from a different genre.

Standard Level: Texts to be studied

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

Higher Level: Texts to be studied

Text	Author	Genre	Date/Period	Language/Place
Songs of Innocence and Experience	William Blake	Poetry	C18/C19	Europe
Half of a Yellow Sun	Chimamanda Adiche	Prose: Novel	C20	Africa
I Know Why the Caged Bird Sings	Maya Angelou	Prose other than fiction	C 20	Canada, The USA and the Caribbean

Part 3: Literary Genres

SL	HL
Study of three works. All works are chosen from the prescribed list of authors (PLA) for the language A being studied, all from the same genre.	Study of four works. All works are chosen from the prescribed list of authors (PLA) for the language A being studied, all from the same genre.

Standard Level: Texts to be studied

Text	Author	Genre	Date/Period	Language/Place
An Ideal Husband	O. Wilde	Drama	C19	Europe
Henry IV Part I	W. Shakespeare	Drama	C16/C17	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
An Ideal Husband	O. Wilde	Drama	C19	Europe
Henry IV Part I	W. Shakespeare	Drama	C16/C17	Europe
A Streetcar Named Desire	T. Williams	Drama	C20	Canada, The USA and the Caribbean
Who's Afraid of Virginia Woolf	E. Albee	Drama	C20	Canada, The USA and the Caribbean

Part 4: Options (Literature and Film)

SL	HL
Study of three works. Works are freely chosen in any combination.	Study of three works. Works are freely chosen in any combination.

Standard Level: Texts to be studied

Text	Author	Genre	Date/Period	Language/Place
Great Expectations	C. Dickens	Prose	C19	Europe
The Great Gatsby	F. Scott Fitzgerald	Prose	C20	Canada, The USA and the

				Caribbean
1984	G. Orwell	Prose	C20	Europe

Higher Level: Texts to be studied

Text	Author	Genre	Date/Period	Language/Place
Great Expectations	C. Dickens	Prose	C19	Europe
The Great Gatsby	F. Scott Fitzgerald	Prose	C20	Canada, The USA and the Caribbean
1984	G. Orwell	Prose	C20	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.

<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	Part 4: Literature and Film 1984 by George Orwell (<i>HL & SL</i>) The Great Gatsby by F. Scott Fitzgerald	IOP: Individual Oral Presentation (on one of the works from Part 4). Paper 1 Practice Assessments

		(HL & SL)	
	2	Part 4: Literature and Film Great Expectations by Charles Dickens (HL & SL) Part 1: Works in Translation A Doll's House by Henrik Ibsen (HL & SL)	IOP: Individual Oral Presentation (on one of the works from Part 4). Paper 1 Practice Assessments
	3	Part 1: Works in Translation Rickshaw Boy by Lao She (HL & SL) Thousand Cranes by Yasunari Kawabata (HL Only)	Reflective Statement (300 -400 words) & Written Assignment (1200 - 1500 words) on one of the texts from Part 1: Works in Translation

Teaching order Year 13 (2017 -18)

Year	Term	Topics Learned	Summative Assessment
By	1	Part 2: Detailed Study Half of a Yellow Sun by Chimamanda Adichie (HL & SL) Songs of Innocence and Experience by William Blake (HL & SL) I Know Why The Caged Bird Sings by Maya Angelou (HL Only)	IOC: Individual Oral Commentary Paper 1 Practice Assessments
	2	Part 3: Literary Genres (Drama) A Streetcar Named Desire by Tennessee Williams (HL & SL) Henry IV Part I by William Shakespeare (HL & SL) An Ideal Husband by Oscar Wilde (HL & SL) Who's Afraid of Virginia Woolf by Edward Albee (HL Only)	Paper 2 Practice Assessments
		Exam Preparation	Mock Examination External Examination