

## GRADE 12 ADVANCED PORTUGUESE LITERATURE – IB PORTUGUESE LITERATURE YEAR 2 FRAMEWORK

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### EXPECTATIONS

There are 3 broad areas of learning expectations for Portuguese literature:

1. Knowledge and understanding
  - Demonstrate knowledge and understanding of individual literary works as representatives of their genre and period, and their relationships
  - Demonstrate an understanding of the ways in which cultural values are expressed in literature
  - Demonstrate awareness of the significance of the context in which a work is written and received
  - Substantiate and justify ideas with relevant examples
2. Analysis, synthesis and evaluation:
  - Demonstrate an ability to analyze language, structure, technique and style, and evaluate their effects on the reader
  - Demonstrate an ability to engage in independent literary criticism on both familiar and unfamiliar literary texts
  - Show an ability to examine and discuss in depth the effects of literary techniques and the connections between style and meaning

3. Selection and use of appropriate presentation and language skills:
- Demonstrate an ability to express ideas clearly and fluently in both written and oral communication, with an effective choice of register and style
  - Demonstrate a command of terminology and concepts appropriate to the study of literature
  - Demonstrate an ability to express well-organized oral and written arguments
  - Demonstrate an ability to write a sustained and detailed literary commentary

### **WRITING EXPECTATIONS**

Students will be expected to:

- Write routinely in a timed, exam setting manner
- Develop and strengthen writing as needed by planning, revising, editing, or trying a new approach, targeting a specific purpose and audience

### **SPEAKING AND LISTENING EXPECTATIONS**

Students will be expected to:

- Initiate and participate effectively in a range of collaborative discussions with diverse partners on grade level topics, texts, and issues
- Build on other ideas and express their own clearly and persuasively

### **READING LIST**

#### **NOVELS**

- *Os Maias*, Eça de Queirós

#### **POETRY**

- *Mensagem*, Fernando Pessoa

#### **DRAMA/PLAYS**

- *Frei Luís de Sousa*, Almeida Garrett
- *Felizmente Há Luar*, Luís de Sttau Monteiro
- *O Gebo e a Sombra*, Raúl Brandão
- *As Aves da Noite*, Hilda Hilst

Students wanting to study the subject's advanced options or those fulfilling the Higher Level requirements in the IB Diploma or IB Course Certificate will be required to complete a more in depth analysis of:

- *Os Maias*, Eça de Queirós
- *Felizmente Há Luar*, Luís de Sttau Monteiro

## **PERFORMANCE INDICATORS**

### **READING LITERATURE AND NON-LITERARY TEXTS**

Introduce students to a range of texts from different periods, styles and genres.

Encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning.

Develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections.

Encourage students to recognize the importance of the contexts in which texts are written and received.

Encourage students to appreciate the formal, stylistic and aesthetic qualities of texts.

### **WRITING**

Develop the students' powers of expression, both in oral and written communication.

Develop in students an understanding of how language, culture and context determine the ways in which meaning is constructed in texts.

Encourage students to think and respond critically about the different interactions between text, audience and purpose.

Students will be expected to show facility in written communication.

Students are expected to acquire the vocabulary appropriate to the analysis of texts.

Develop detailed critical analysis of texts in assembling evidence to justify the validity of their reading.

### **SPEAKING AND LISTENING**

Develop the students' powers of expression, in oral communication, maintaining formal register.

Students are expected to acquire the vocabulary appropriate to the analysis of texts.

Develop the ability to express their ideas in clear, unambiguous language.

The production of a range of texts, intended for different audiences and purposes, requires effective use of register and style.

Students will be expected to show facility in oral communication.

### **LANGUAGE**

Students will develop language that is very clear, effective, carefully chosen and precise, with a high degree of accuracy in grammar, vocabulary and sentence construction.

Register and style be effective and appropriate to the task.

### **ASSESSMENT**

For students to receive a credit towards their High School Diploma, they must demonstrate proficiency on:

- Summative assessments set by the class teacher which may take the form of
  - In-class or out-of-class essays
  - Tests which assess both knowledge and skill acquisition
  - Oral commentaries or presentations

- Other types of projects connected to works studied set by the teacher.

- An exam at the end of the 1<sup>st</sup> semester which covers all content and skill acquisition to that point.
- A final exam at the end of the senior year unless exempt from this exam by other factors.

For students who are pursuing the IB Diploma in addition to the High School Diploma, will submit the following works to the IBO which will assess them and determine the IB score awarded to the students for the IB English Literature:

- Individual Oral Presentation (10-15-minute presentation on a topic selected by the student from part 4 of the syllabus. This requirement completed in grade 11).
- A Written Assignment (1200-1500 words assignment on one of the Literature in Translation works studied. This requirement will be completed in grade 11).
- Individual Oral Commentary (15-20-minute recorded commentary on an extract or poem. At HL also followed by a discussion on the works taught in chosen sections of the syllabus).
- End-of- Course Exams written and scheduled by the IBO and administered at CAISL.