

IBDP English A: Language and Literature SL/HL

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Should you wish to learn more about our course or to discuss your learner's progress, please reach out to the email above to schedule a time to meet.

Course Description and Units of Learning:

The language A: language and literature course introduces the critical study and interpretation of written and spoken texts. The formal analysis of texts is supplemented by awareness that meaning is not fixed but can change in respect to contexts of production and consumption.

The course is organized into four parts, each focused on the study of either literary or non-literary texts. Together, the parts of the course allow the student to explore the language A in question through its cultural development and use, its media forms and functions, and its literature. Students develop skills of literary and textual analysis, and the ability to present their ideas effectively. A key aim is the development of critical literacy.

In this course, students study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to study in the course are meant to be wide ranging and can include literary theory, sociolinguistics, media studies and critical discourse analysis among others.

For a more detailed exploration of this course, [the IB Subject Guide is available at this link for Standard Level](#) and [at this link for Higher Level](#).

Internal Oral Assessment

Learners will carefully analyse passages chosen for this oral examination from part 4 texts and then have their responses recorded for the selected passage.

Things Fall Apart; Chinua Achebe.

This is a part 3 text which will be assessed in the Literature exam (paper 2) next May.

A Doll's House; Henrik Ibsen / Persepolis; Marjane Satrapi

This is a part 3 text which will be assessed in the Literature exam (paper 2) next May.

Preparation of Written Tasks

Past Paper revision

This year we have begun planning and implementing units of study based on our Critical Learning Outcomes within the IB MYP and DP frameworks. Please see ManageBac for unit overviews as they are taught throughout the year.

Assessment in the Diploma Programme

Assessment is a key component of the learning process as it allows teachers to respond with targeted feedback to learners for continued growth and to revise their instruction to better meet the needs of their learners. In order to provide learners with the opportunity to reach critical learning outcomes and develop a range of approaches to learning skills, our IB Diploma teachers develop rigorous tasks that embrace a variety of strategies in line with desired learning outcomes and with each course's internal and external assessments.

Working backwards from these assessment components, teachers craft learning experiences which support each learner's mastery of key content, concepts, and skills in every subject. Learners can expect to receive regular feedback on all three elements, with important culminating experiences such as IA drafts and mock examinations in the second year. For culminating tasks, teachers and learners are guided by criteria provided at least one week prior to the due date. DP teachers also work to ensure that learners not only understand but engage in applying evaluation criteria to their own work as well as that of their peers. Core components such as Theory of Knowledge, CAS, and the Extended Essay support each learner's progress across the programme, as learners apply critical thinking, the design cycle, and research skills to each subject.

Families and learners at AISM can expect to receive regular reporting of their performance as they work towards mastery of critical learning outcomes.

Learning Management Systems

Across the Secondary School, we utilize ManageBac for sharing key activities and assessments, as a digital workspace, for communication with learners, and for reporting on learner performance to families. Some teachers may supplement the digital learning environment with Google Classroom, and you can expect an emailed invitation to sign up for regular updates from Google Classroom if so.

Homework

Any learning activity which is expected to take place outside of the classroom will appear as assignments and tasks on ManageBac. Homework is most often an extension of activities or projects either begun or included in the classroom, but may include common activities like reading, reinforcement of content or skills within a unit of study, or distributed practice activities, such as flashcards for example, to support learner recall of low-level content.

Reporting

As a rough guide, learners and families can expect an update on performance every few weeks. These updates, available in ManageBac, represent a check-in on learner performance toward mastering critical course objectives and learning outcomes, prior to each unit's culminating assessment.