

## IBDP Portuguese A: Language and Literature SL/HL (Year 2)

**Teacher:** Gilda Acubo  
**Email:** [gilda.acubo@aism-moz.com](mailto:gilda.acubo@aism-moz.com)

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 different 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.

### Key features of the curriculum and assessment models

- Students study 6 works at higher level and 4 works at standard level from a representative selection of genres, periods and places
- Students develop the techniques needed for the critical analysis of communication, becoming alert to interactions between text, audience and purpose
- An understanding of how language, culture and context determine the construction of meaning is developed through the exploration of texts, some of which are studied in translation, from a variety of cultures, periods and genres
- Students are assessed through a combination of formal examinations, written coursework and oral activities
- The formal examination comprises two essay papers, one requiring the analysis of unseen literary and non-literary texts, and the other a response to a question based on the literary works studied. At HL, an additional essay is submitted as an external assessment.
- All students are internally examined on an oral response to texts.

*Subject briefs from the IBO have not yet been released for this new course.*

## Texts and Contexts

### “ O MUNDO DE SOFIA”, JOSTEIN GAARDER

Through the close reading of literary texts, the students are able to consider the relationship between literature and issues at large, such as gender, power and identity studying translated texts encourages students to reflect on their own cultural assumptions through examination of work produced in other language and culture.

### Critical Study

Antologia de Poemas “ José Craveirinha”, Noémia de Sousa”, “ Fernando Pessoa”, “ Mia Couto”, “Mário Pinto de Andrade”, “ Francisco José Tenreiro”

By looking closely at the detail of literary text, the students will develop awareness of their rich complexities and the intricacies of their construction. The critical study allow the students to explore literary works in detail, analyze elements such as theme and the ethical stance or moral values of literary texts and understand and make appropriate use of literary terms.

### Language in Cultural Context

“ Capitães de Areia”, JORGE AMADO ; Literary and non-literary text

In this part of the course the student will study a literary and of non-literary texts. They will look at how culture and context both shape texts and their interpretations.

They will explore a great range of text types, from brochures to blogs. As this part is used to prepare for the Paper1 exam, the student will practice close-reading skills with these texts.

This unit enable the students to meet the following learning outcomes: analyze how audience and purpose affect the structure and content of texts, analyze the impact of language changes and demonstrate an awareness of how language and meaning are shaped by culture and context.

### Language and Mass Communication

Assessment practice: Paper 1 and Paper 2

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.