

## IBDP Portuguese A: Language and Literature SL/HL (Year 1)

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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 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.*

Readers, writers, texts

Literary work: “ BOM DIA CAMARADAS”, ONDJAKI

Non-literary Texts: Discurso de Malala Yousafai na ONU pela Educação

<https://sol.sapo.pt/.../o-discurso-de-malala-que-emociono>

Coluna de Opinião: “ A Nigéria aposta nos jovens emigrantes”

[http://jornaldeangola.sapo.ao/opiniao/mundo\\_africano/a\\_nigeria\\_aposta\\_nos\\_jovens\\_emigrantes](http://jornaldeangola.sapo.ao/opiniao/mundo_africano/a_nigeria_aposta_nos_jovens_emigrantes)

The relationship between the reader, writer and text is an interesting one. The writers make trillion of choices in order to curate and communicate meaning of the text and mold reader's understanding adding depth to it by their preference of style, form structure and / or other techniques. Readers on the other hand bring in their own background knowledge and skills to interpret meaning. The unit will center around the ways in which the meaning is constructed, negotiated, expressed and interpreted. The course material will include a selection of literary and nonliterary texts and the learners will evaluate how structure and style affect meaning, offer insights and challenge the reader. The focus of the unit is on the development of personal and critical responses to the particulars of Communication. Non-literary texts are chosen from a variety of sources and media to represent as wide a range of text types as possible, and works are chosen from a variety of literary forms.

Intertextuality: Connecting Texts

Literary Work :“NEIGHBOURS”, LÍLIA MOMPLÉ; “CAPITÃES DE AREIA” JORGE AMADO

Non-literary Texts: Lyric song “ Valete- Poder

[https://www.youtube.com/watch?v=DcSI2K3zI\\_E](https://www.youtube.com/watch?v=DcSI2K3zI_E)

Artigo online sobre “ Identidade cultural”

<https://mundoeducacao.bol.uol.com.br/sociologia/identidade-cultural.htm>

The unit will introduce the learners to a wide range of works from the literary and nonliterary canon, from ancient texts in to the contemporary. The texts are chosen in a way that allows students an opportunity to extend their study and make fruitful comparisons. The learners will explore if the meaning ever resides independently in a text, or is all meaning relational, intertextual, and thus always receding out of sight? And if all meaning is interdependent – text to text – can we say anything for certain about a text? The unit is designed to integrate English Language and Literature into the realm of Theory of Knowledge (TOK), encouraging students to think hard and critically about language and meaning. Their study focuses on intertextual relationships with possibilities to explore various topics, thematic concerns, generic conventions, modes or literary traditions that will be introduced throughout the course. The focus is on the development of critical response grounded in an understanding of the complex relationships among texts.

Guiding Question: To what extent does knowledge of conventions of form, text type and of literary and rhetorical techniques allow for a better and deeper understanding of a text?

Time and Space

Literary Works: “ Venenos de Deus Remédios do Diabo”, Mia Couto; “ A Noite” José Saramago”

Non-literary Texts: Articles and Essays, Advertising campaigns and Opinion pieces from the Lusophony countries

Inquiry question: To what extent do the texts and works we study represent the cultural values present at the time of composition?

The emphasis of the unit is on reading the primary works and nonliterary texts voraciously and discovering or rediscovering diverse writers and cultures. The unit seeks to engage the

learners in exploring the impact of cultural and historical context on the production and the reception of the texts. It aims to provoke the learners to reflect on how the texts studied offer insights into the targeted culture as well as into another culture. Additionally, the unit will focus on the use of language to represent social distinctions and identities. The literary works and non-literary texts will be chosen from a variety of sources, literary forms and media that reflect a range of historical and /or cultural perspectives.

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.