

# BERLIN BRITISH SCHOOL

## Course overview

### ENGLISH

Grade 6	
Greek mythology and heroes	Students will study a number of Greek myths and legends, using them as both inspiration for their own creative writing in addition to an introduction to studying plot and narrative.
Shakespearean comedy	Students will read a Shakespeare play, such as <i>A Midsummer Night's Dream</i> in order to understand plot, theme and character, alongside Shakespeare's use of language and influence on the literary canon. There will be some elements of performance included in the unit.
Introduction to poetry	Students will read a variety of poetic texts, in order to determine understanding of content, language, structure and tone, as well as starting to formulate a personal response. There will also be an introduction to poetic terminology, and opportunities for students to write their own poetry.
Novel / short stories study	Students will study a complete novel, such as C. S. Lewis' <i>The Magician's Nephew</i> or Louis Sachar's <i>Holes</i> , in order to determine their understanding of plot, theme, character, language and narrative structure, as well as any moral, social or spiritual issues which arise as a result of studying the text.
Skills	<p>Read, understand and respond to texts.</p> <p>Select explicit and implicit information from texts.</p> <p>Develop personal responses to texts.</p> <p>Use a range of punctuation, vocabulary and sentence structures for clarity, purpose and effect.</p>

Grade 7	
Dystopian Fiction	Students will read and study a range of extracts from dystopian novels in order to understand the conventions of the genre. They will be expected to engage with language, structure and form, in addition to using the conventions of the genre in their own creative writing.
19th Century Poetry or short stories	Students will read and study a variety of short stories and poetry from the 19th Century to develop an understanding of structure, language and form, in addition to an appreciation of classic literature. Students will also start to use textual reference to prove personal opinions.
Novel study	Students will study a complete novel, such as Philip Pullman's <i>Northern Lights</i> in order to determine their understanding of plot, theme, character, language and narrative structure, as well as any moral, social or spiritual issues which arise as a result of studying the text.
Media, including spoken language study	Students will engage with a number of non fiction texts, including but not limited to news articles, opinion pieces, advertisements and speeches in order to develop an understanding of writing for purpose and audience. They will learn to apply their understanding to their own creative pieces, with elements of performance included.
Key Skills	<p>Read, understand and respond to texts.</p> <p>Select explicit and implicit information from texts, with a focus on building essay writing skills.</p> <p>Comment on the language, structure and form of texts.</p> <p>Comment on the effect of language on the reader using correct subject terminology.</p> <p>Use an increased range of punctuation, vocabulary and sentence structures for clarity, purpose and effect.</p>

<b>Grade 8</b>	
20th Century Drama	Students will study a dramatic play in order to be able to comment critically and personally on character, theme, writer's ideas and attitudes and language/structure, as well as considering as well as any moral, social or spiritual issues which arise as a result of studying the text.
Gothic Fiction	Students will engage with a number of extracts from 19th Century to modern gothic texts, focussing on identifying conventions and commenting on writer's intentions. Students will also have opportunities to apply their knowledge of gothic conventions to their own writing.
Novel study	Students will study a complete novel, such as William Golding's <i>Lord of the Flies</i> , or Michael Frayn's <i>Spies</i> in order to determine their understanding of plot, theme, character, language and narrative structure, as well as any moral, social or spiritual issues which arise as a result of studying the text.
Poetry from around the world	Students will read a variety of poetic texts from around the world in order to determine understanding of content, language, structure and tone, as well as formulating a personal response to them. Students will be expected to be able to compare poems thematically, as well as structurally and through the use of poetic techniques.
Non-fiction and transactional writing	Students will read and respond to a variety of transactional, functional pieces of non-fiction from a variety of sources including: websites, journals, leaflets and travel writing. They will also be required to write transactional, functional texts, such as: formal and informal letters, reviews, articles and speeches
Key Skills	Select explicit and implicit information from texts, with a focus on solidifying essay writing skills. Analyse how the language, structure and form of texts shape meaning. Comment on the effect of language on the reader, using an increased range of subject specific terminology. Show an increased understanding of the relationships between texts.

### Grades 9 + 10: Language

Through the study of a range of non-fiction texts, students will develop their ability to:

- demonstrate understanding of explicit meanings
- demonstrate understanding of implicit meanings and attitudes
- analyse, evaluate and develop facts, ideas and opinions, using appropriate support from the text
- demonstrate understanding of how writers achieve effects and influence readers
- select and use information for specific purposes
- articulate experience and express what is thought, felt and imagined
- organise and structure ideas and opinions for deliberate effect
- use a range of vocabulary and sentence structures appropriate to context
- use register appropriate to context
- make accurate use of spelling, punctuation and grammar

### Grades 9 + 10: Literature

Through the study of poetry, prose, drama and literary non-fiction, students will develop their ability to:

Show detailed knowledge of the content of literary texts in the three main forms (drama, poetry and prose), supported by reference to the text.

Understand the meanings of literary texts and their contexts, and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes.

Recognise and appreciate ways in which writers use language, structure and form to create and shape meanings and effects.

Communicate a sensitive and informed personal response to literary texts

Texts to be studied: please see

<https://www.cambridgeinternational.org/Images/556866-2022-syllabus.pdf>

Grades 11 and 12: English A		
	<p>IB English aims to encourage students to develop their interest in and enjoyment of literature and literary studies as they:</p> <ul style="list-style-type: none"> <li>• read widely and independently both set texts and others that they have selected for themselves</li> <li>• engage critically and creatively with a substantial body of texts and ways of responding to them</li> <li>• develop and effectively apply their knowledge of literary and non-literary analysis and evaluation</li> <li>• explore the contexts of the texts they are reading and others' interpretations of them</li> </ul>	
	<p>Students study between four and six literary works, spanning at least two continents and time periods. At least one text is originally written in a language other than English. Past texts studied include but are not limited to: <i>Persepolis</i> by Marjane Satrapi; <i>The Stranger</i> by Albert Camus; <i>The Handmaid's Tale</i> by Margaret Atwood; <i>A Streetcar Named Desire</i> by Tennessee Williams; <i>The Bluest Eye</i> by Toni Morrison; <i>A Raisin in the Sun</i> by Lorraine Hansberry; by Carol Ann Duffy; <i>Selected Works</i>; <i>Selected Works</i> by Jonathan Keats; <i>Othello</i> by William Shakespeare</p>	<p>Students spend an equal time studying non-literary texts and bodies of work connected to the following seven concepts: identity, culture, creativity, communication, perspective, transformation and representation. Past works studied include but are not limited to: Barbara Kruger Artwork; <i>Unorthodox</i>, Netflix Series; George Monbiot Essays; Liza Donnelley Cartoons; Advertising Campaigns: Nike, Dove; Don McCullin Photography; Greta Thunberg Speeches; Michelle Obama Speeches</p>

**Grades 11 and 12: English B**

At HL, students are expected to extend the range and complexity of the language they use and understand in order to communicate. They continue to develop their knowledge of vocabulary and grammar, as well as their conceptual understanding of how language works, in order to construct, analyse and evaluate arguments on a variety of topics relating to course content and the target language culture(s).

Receptive skills: Students understand and evaluate a wide variety of written and spoken authentic personal, professional and mass media texts; they understand fundamental elements of literary texts such as theme, plot and character. They analyse arguments, distinguishing main points from relevant supporting details and explanations. They use a variety of strategies to deduce meaning.

Productive skills: Students present and develop their ideas and opinions on a variety of topics, both orally and in writing. They construct and support arguments with explanations and examples. They speak and write at length, and with purpose, in order to meet a wide range of communicative needs: describing, narrating, comparing, explaining, persuading, justifying, evaluating.

Interactive skills: Students initiate, maintain and close oral exchanges, displaying some ability to make adjustments in style or emphasis. They use a variety of strategies to maintain the flow of conversations and discussions on a variety of topics relating to course content and the culture(s) of the target language. Students are adept in negotiating meaning and fostering communication.