



SCHOOL OF THE NATIONS
聯合國學校

2023-2025 COURSE OUTLINE

International Baccalaureate English A: Language and Literature (SL/HL) Form 5 and Form 6

The School of the Nations course outline provides parents and students with information about the overall structure of the courses of study, the assessments and expectations.

1. Course Overview

The language profile of students taking these courses will vary, but their receptive, productive and interactive skills should be strong and the expectation is that the course will consolidate them further. Students are expected to develop their proficiency, fluency and linguistic range, and in particular to acquire the vocabulary appropriate to the analysis of texts. They will also deepen their understanding of a wide variety of concepts explored through literary and non-literary texts in order to interpret, analyse, evaluate and then communicate this understanding in clear, organized and developed products.

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.

The major units in this course and their corresponding learning objectives are:

Area of Exploration: Readers, Writers, and Texts

Readers, writers and texts aims to introduce students to the skills and approaches required to closely examine texts as well as to introduce metacognitive awareness of the nature of the discipline by considering the following guiding conceptual questions:

- Why and how do we study language and literature?
- How are we affected by texts in various ways?
- In what ways is meaning constructed, negotiated, expressed and interpreted?
- How does language use vary amongst text types and amongst literary forms?
- How does the structure or style of a text affect meaning?
- How do texts offer insights and challenges?

Area of Exploration: Time and Space

Time and space aims to broaden student understanding of the open, plural, or cosmopolitan nature of texts ranging from advertisements to poems by considering the following guiding conceptual questions:

- How important is cultural or historical context to the production and reception of a text?
- How do we approach texts from different times and cultures to our own?
- To what extent do texts offer insight into another culture?
- How does the meaning and impact of a text change over time?
- How do texts reflect, represent or form a part of cultural practices?
- How does language represent social distinctions and identities?

Area of Exploration: Intertextuality: Connecting Texts

This area of exploration aims to give students a sense of the ways in which texts exist in a system of relationships with other communicative acts past and present. Students will further engage with literary and linguistic traditions and new directions by considering the following guiding conceptual questions:

- How do texts adhere to and deviate from conventions associated with literary forms or text types?
- How do conventions and systems of reference evolve over time?
- In what ways can diverse texts share points of similarity?
- How valid is the notion of a classic text?
- How can texts offer multiple perspectives of a single issue, topic or theme?
- In what ways can comparison and interpretation be transformative?

Conceptual understanding in studies in language and literature courses

Concepts are vital in studies in language and literature courses since they help to organise and guide the study of texts across the three areas of exploration. The concepts interact with the three areas of exploration in numerous ways and contribute a sense of continuity in the transition from one area to the next. They also facilitate the process of establishing connections between texts, making it easier for students to identify different ways in which the texts they study relate to one another. The following concepts constitute an essential part of a student's investigation and are included in the discussion of each of the texts studied. The seven concepts are: Identity; Culture, Creativity, Communication, Perspective, Transformation and Representation.

International Mindedness

International-mindedness is at the heart of the IB. It is central to its philosophy, and inspires and informs its pedagogical principles and practices.

The study of language and literature is instrumental in developing an awareness and understanding of the self and how it relates to others. Through the study of texts written originally in the language studied and in translation, students gain an understanding of the ways in which different languages and literatures represent the world and how these can reflect and help create diverse identities. Students also become aware that representations of the world vary across cultures and are encouraged to consider the reasons why, attaining a better understanding of the different ways in which people experience and represent the world.

The syllabuses of studies in language and literature require that a set number of texts be read in translation and recommend that the texts chosen should be representative of a variety of perspectives. In the creation of the *Prescribed reading list*, the IB has aimed at including a wide variety of writers and at trying to attain as equitable a balance as possible between canonical and more contemporary writers, male and female writers and writers from different regions and countries in the cases in which a language is spoken in a variety of places. The *Prescribed reading list* is aimed at inspiring and encouraging teachers to make choices that will result in a collection of texts for class study that will strike a similar balance and that will therefore allow students to be able to fully appreciate the diversity of forms the human experience can take.

The way that studies in language and literature courses contribute to the development of international-mindedness in students is linked to the way that they contribute to the development of the attributes of the IB learner profile. By reading texts which offer perspectives which may be different from their own, students will:

- use critical thinking skills to be able to understand the nature of the experience that is communicated in a text and the ways in which such an experience is communicated (thinkers)
- nurture their curiosity in connection with the different views and experiences of life present in a text (inquirers)
- engage with issues and ideas of global significance of which they might have been unaware (knowledgeable)
- be encouraged to appreciate the ideas, values and traditions of others in an inquiring way (open-minded)
- understand that the dignity and rights of people everywhere must be respected (principled)
- show empathy, compassion and respect for other people (caring)
- recognize interdependence among people and between people and the world in which they live (balanced)
- listen carefully to the perspectives of other individuals and groups and express as articulately as possible their own perspectives (communicators)
- question their own views about the world (reflective)
- be open to transforming such views and consider how this transformation can lead to action (risk-takers).

Studies in language and literature courses offer various opportunities for students to examine the ways in which their personal world, identities and relationships are represented in texts and how these relate to their own perspectives of the reality around them. They also enable students to experience representations of other realities and other people, allowing them to get acquainted with perspectives of the world that might be different from their own. In this way, studies in language and literature courses provide fertile ground for a deep reflection on the interaction between the local and the global and are a pathway to intercultural critical thinking and consciousness.

2. Course Aims

Studies in language and literature

The aims of all subjects in studies in language and literature are to enable students to:

- 1.engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures
- 2.develop skills in listening, speaking, reading, writing, viewing, presenting and performing
- 3.develop skills in interpretation, analysis and evaluation
- 4.develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings
- 5.develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues and an appreciation of how they contribute to diverse responses and open up multiple meanings

6. develop an understanding of the relationships between studies in language and literature and other disciplines
7. communicate and collaborate in a confident and creative way
8. foster a lifelong interest in and enjoyment of language and literature.

2. Core Components

3.1 Creativity, Activity, Service (CAS)

Studies in language and literature courses offer significant potential to complement creativity, activity, service (CAS). In their engagement with the characters or the situations portrayed in the texts, students achieve a better understanding of others and of themselves while developing the capacity for empathy. The tasks involved in these courses are also instrumental in developing critical-thinking skills. As students interact with the texts and with each other, they continuously check their hypotheses against the evidence in the texts and against other readers' interpretations to reflect and evaluate how their own assumptions and beliefs frame possible textual meanings. As a result, they acquire the ability to take a critical distance and inspect a statement or hypothesis to determine the extent to which it is supported by fact. These skills are useful for CAS as students reflect on the effect their experiences and projects had and subsequently plan for future action.

An important aim of studies in language and literature courses is to relate the reading experience to aspects of the students' contexts. The internal assessment, for example, with its emphasis on the connection between themes and attitudes in the texts and current global issues, encourages students to meaningfully apply and transfer the understanding gained in the classroom to the reality of their world. This might translate into a willingness to commit themselves to a CAS experience or project which addresses a global issue in a local context. Embarking on a CAS experience or project might at the same time feed back into the course in the form of an enriched understanding of the situations portrayed in the texts.

A wide range of connections can be made between CAS experiences and projects and studies in language and literature courses. Some examples are:

- Create or participate in a literary walking tour, in which the milestones of a particular author's biography or the most significant places in the setting of a text read are visited, described and discussed. The three strands—creativity, service and activity—would be involved if the students actually created the tour, while activity and creativity would be involved if the student participated in the walking tour and then produced some kind of creative response to it. Simple participation in the tour would just constitute activity.
- Plan and host an event to raise awareness about a global issue explored in a text being studied, which would involve creativity and service.
- Create audiobooks of a text being studied for the vision-impaired, or make a critical review of existing audiobooks for the school librarian in terms of the performance of the actor or reader. This would involve creativity and service.
- Develop and run book clubs or literary circles with younger students in the school. This would constitute creativity and service.
- The connections between a subject and CAS can result in a single experience or may be developed into a project.

- No matter what final shape this connection takes, CAS experiences and projects must be distinct from, and may not be included or used in, the student's DP course requirements.

3.2 Theory of Knowledge (TOK)

Links to TOK in this area revolve around the question of what kind of knowledge can be constructed from a text, how that knowledge is constructed and the extent to which the meaning of a text can be considered to be fixed. Examples of links to TOK include:

What do we learn about through the study of a literary text? How is this different from what we learn through the study of a non-literary text?

In what ways is the kind of knowledge we gain from the study of language and literature different from the kind we gain through the study of other disciplines? Can the study of language and of literature be considered scientific?

How much of the knowledge we construct through reading a text is determined by authorial intention, by the reader's cultural assumptions and by the purpose valued for a text in a community of readers?

Are some interpretations of a text better than others? How are multiple interpretations best negotiated?

In what ways do interpretive strategies vary when reading a literary work and when reading a non-literary text?

3.3 The Extended Essay (EE)

An extended essay in studies in language and literature provides students with an opportunity to undertake independent research into a literary or linguistic topic of special interest. It also allows students the freedom to explore their preferred texts and authors, applying and transferring the analytical and interpretative skills acquired in studies in language and literature courses. It is intended to promote advanced research and writing skills, intellectual discovery, critical thinking and creativity.

The extended essay in studies in language and literature cannot be based on a text or work studied in class.

It must aim at identifying a valid approach to the analysis of language or literature. The treatment of the topic must be analytical. Although the student may research secondary sources, the extended essay must consist primarily in an independent response to the topic.

There are four types of extended essay:

It could have a literary focus. The student would choose between: category 1, which is based on a literary text or texts originally written in the language A studied and category 2, which is a comparative essay, with at least one of the literary texts being a translation.

It could have a linguistic focus, which would be a category 3 essay. This approach should emphasize the production and reception of non-literary texts or an academic study of an issue related to the understanding of language as an area of investigation. Although the extended essay may involve comparison and contrast with different languages and cultures, the main focus must be on the language A studied and its culture(s).

It could examine the relationship between a literary text and its performance, examining the creative and critical relationship that exists between both. Students interested in this option

would choose a literature and performance extended essay and would therefore focus on an exploration of both the text and the transformation that gives rise to its performance. This is one of the two kinds of interdisciplinary extended essay a student can write involving a studies in language and literature course. Although an extended essay in literature and performance may involve an element of creativity, analysis and reasoned argument are fundamental to success.

It could be a world studies extended essay, an interdisciplinary research project which examines an issue of contemporary global significance, drawing on the methods, concepts and theories of two DP subjects. The topic must be taken from one of the six prescribed areas of study.

- Culture, language and identity
 - Science, technology and society
 - Equality and inequality
 - Conflict, peace and security
 - Environmental and/or economic sustainability
 - Health and development
- 4 This is an option available to all DP subjects. However, key elements of studies in language and literature such as cultural linguistics, aesthetics, discourse analysis, and critical perspectives could find broad application across the six global themes and play a significant role in advancing students' global consciousness.

3. Course Content

These literary texts will be taught alongside a selection of relevant non-literary bodies of work.

Form 5 – SL/HL Combined 2023-24

Term I

Sorrows of Young Werther by Johann Wolfgang von Goethe

"The Merchant of Venice" by William Shakespeare

Term II

The Secret River by Kate Grenville

Term III

Paradise Lost by John Milton (HL Only)

Form 6 – SL/HL Combined 2024-2025

Term I

Rickshaw Boy by Lao She

Term I / 2

Frankenstein by Mary Shelley (HL Only)

Syllabus Component	Recommended Teaching Hours
Core content	150
Readers, writers and texts	
Non-literary texts are chosen from a variety of sources and media to represent as wide a range of text types as possible, and literary works are chosen from a variety of literary forms. The study of the non-literary texts and literary works focuses on the nature of language and communication and the nature of literature and its study. This study includes the investigation of how texts themselves operate as well as the contexts and complexities of production and reception. Focus is on the development of personal and critical responses to the particulars of communication.	50
Time and space	
Non-literary texts and literary works are chosen from a variety of sources, literary forms and media that reflect a range of historical and/or cultural perspectives. Their study focuses on the contexts of language use and the variety of ways literary and non-literary texts might both reflect and shape society at large. The focus is on the consideration of personal and cultural perspectives, the development of broader perspectives, and an awareness of the ways in which context is tied to meaning.	50
Intertextuality: connecting texts	
Non-literary texts and literary works are chosen from a variety of sources, literary forms and media in a way that allows students an opportunity to extend their study and make fruitful comparisons. Their study focuses on intertextual relationships with possibilities to explore various topics, thematic concerns, generic conventions, modes or literary traditions that have been introduced throughout the course. The focus is on the development of critical response grounded in an understanding of the complex relationships among texts.	50
Total teaching hours	150

5. IB Approaches to Teaching and Learning

Approaches to teaching and learning are deliberate strategies, skills and attitudes that permeate the IB teaching and learning environment.

The approaches to *teaching* are:

- focused on conceptual understanding
- developed in local and global contexts

- focused on effective teamwork and collaboration
- differentiated to meet the needs of all learners
- informed by formative and summative assessment

The approaches to *learning* are:

- Thinking skills
- Communications skills
- Social skills
- Self-management skills
- Research skills

6. IB Learner Profile

The aim of the IB programme is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-Takers
- Balanced
- Reflective

The IB Learner Profile closely reflects the SON Learner Profile, identifying elements of identity which prepares world citizens who will become active, positive and conscientious participants in the advancement of society and in their own development. Each element is composed of a set of attitudes, qualities, understandings, skill and habits. These are incorporated in the teaching and learning process. The details of the SON Learner Profile can be found in the [Student and Parent Handbook](#).

7. Grading

a. School Internal Grades

i. *Academic Achievement*

The School's grading system for the IB Diploma Programme follows the IBO scale of 1 to 7. A student's performance in individual subjects is graded as follows:

Grade	Interpretation
7	Excellent
6	Very Good
5	Good
4	Satisfactory
3	Basic Standard
2	Poor
1	Very Poor

Note: Because of School's internal requirements such as attendance, timeliness and accuracy of homework, special projects, or performance on formative and summative tests in the classroom, students' performance may vary between School assigned grades and IB assessments.

ii. *Effort*

Effort marks are given and recorded in the report cards for Forms 5 and 6 for all subjects.

Grade	Descriptor
5	Consistently demonstrating a high degree of effort in all areas of the subject
4	Frequently demonstrating a high degree of effort in all areas of the subject
3	Generally demonstrating a significant degree of effort in all areas of the subject
2	Occasionally demonstrating effort in some areas of the subject
1	Rarely, if ever, demonstrating effort in some areas of the subject

iii. Project Week (Form 5 only)

The mid-year assessment is comprised of a full week of collaborative project-based learning. During the project week students develop various cross curricular soft skills. Assessment and reporting of learning is based on the following rubric.

Project Week Assessment Rubric						
		1	2	3	4	5
Collaboration 合作	She/he demonstrates effective collaboration skills by: <ul style="list-style-type: none"> actively contributing to the group's processes of planning, decision making and action being sensitive and respectful towards others and as well as responsive to their needs actively listening to others' points of view and considering others' perspective willingly fully supporting and whole-heartedly applying the decisions of the group completing assigned tasks effectively and using feedback from others to improve work supporting others to achieve their goal 她/他通過以下方式展示有效的合作技能： <ul style="list-style-type: none"> 積極參與團隊的計劃、決策和行動流程 對他人善解人意和尊重，並回應他們的需求 積極傾聽他人的觀點，樂意地考慮他人的觀點 完全支持並全心全意地應用團隊的決定 有效完成分配的任務並利用他人的反饋改善工作成果 支持他人實現目標 	Emerging 萌芽		Achieving 實現中		Excelling 優秀
Organisation 組織	She/he demonstrates effective organisation skills by: <ul style="list-style-type: none"> having a clear goal and a thought-through plan of how to achieve it being methodical and systematic in approach following through with assigned tasks in a timely manner monitoring progress and addressing challenges staying focused on tasks and remaining positive despite challenges 她/他通過以下方式展示有效的組織技能： <ul style="list-style-type: none"> 有一個明確的目標，並對如何實現目標有一個深思熟慮的計劃 方法有條理和系統化 及時完成分配的任務 監測進展並應對挑戰 專注於任務並在面臨挑戰時保持積極的態度 					

Research and Critical Thinking 研究及批判性思維	<p>She/he demonstrates critical thinking skills by:</p> <ul style="list-style-type: none"> • striving to independently investigate and understand issues • actively seeking answers to questions • investigating the purpose, evidencing research and producing reasoning • being open-minded and fair-minded when considering new ideas and perspectives • making connections by looking for links between ideas and concepts • seeking out reliable and accurate information through independent research <p>她/他通過以下方式展示批判性思維技能：</p> <ul style="list-style-type: none"> • 努力獨立調查和理解問題 • 積極尋求問題的答案 • 調查目的、證明研究和推理 • 在考慮新想法和觀點時保持開放和公正的態度 • 通過尋找想法和概念之間的聯繫來建立連結 • 通過獨立研究尋找可靠和準確的信息 		
Presentation 報告及展示	<p>She/he demonstrates effective presentation skills by:</p> <ul style="list-style-type: none"> • ensuring the group's presentation/project uses relevant, well-chosen descriptions/facts/details • ensuring the group's presentation/project includes all the required elements • ensuring the presentation/project is well structured and coherent • ensuring the presentation stays within the allocated frame • keeping eye contact with the audience (most of the time) • using a clear voice with appropriate tone and volume • using appropriate language, demonstrating command of formal English • responding to questions from the audience <p>她/他通過以下方式展示有效的報告技能：</p> <ul style="list-style-type: none"> • 確保小組的展示文稿/項目使用相關的、精心挑選的描述/事實/細節 • 確保小組的展示/項目包括所有必需的元素 • 確保展示/項目結構良好且連貫一致 • 確保展示文稿保持在分配的框架內 • 與觀眾保持目光接觸（大部分時間） • 使用清晰的聲音和適當的語氣和音量 • 使用適當的語言，表現出對正式英語的掌握 • 回答觀眾的問題 		
Reflection 學生反思	<p>She/he demonstrates effective reflection skills by:</p> <ul style="list-style-type: none"> • effectively analysing experiences to identify those which have led to growth/learning • accurately identifying areas of strength and weakness • generating creative solutions to problems/ways to improve in the future • demonstrating the ability actively and effectively reflect with her/his team members <p>她/他通過以下方式展示有效的學生反思技能：</p> <ul style="list-style-type: none"> • 有效地分析經驗以確定那些經驗導致成長/學習 • 準確識別優勢和劣勢領域 • 為問題提出創造性的解決方案/未來改善的方法 • 展示積極有效地與團隊成員進行反思的能力 		

b. IB Subject Grade Descriptors

The following outlines the IBDP grade descriptors:

Grade	Descriptor
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7	Demonstrates: excellent understanding and appreciation of the interplay between form and content in regard to the question or task; responses that may be convincing, detailed, independent in analysis, synthesis and evaluation; highly developed levels of expression, both orally and in writing; very good degree of accuracy and clarity; very good awareness of context and appreciation of the effect on the audience/reader; very effective structure with relevant textual detail to support a critical engagement with the thoughts and feelings expressed in the work(s).
6	Demonstrates: very good understanding and appreciation of the interplay between form and content in regard to the question or task; responses that are, mainly, convincing, as well as detailed and independent to some degree, in analysis, synthesis and evaluation; well-developed levels of expression, both orally and in writing; good degree of accuracy and clarity; good awareness of context and appreciation of the effect on the audience/reader; effective structure with relevant textual detail to support a critical engagement with the thoughts and feelings expressed in the work(s).
5	Demonstrates: good understanding and appreciation of the interplay between form and content in regard to the question or task; responses that offer generally considered and valid analysis, synthesis and/or evaluation; good levels of expression, both orally and in writing; adequate degree of accuracy and clarity; awareness of context and appreciation of the effect on the audience/reader; clear structure with relevant textual detail to support an engagement with the thoughts and feelings expressed in the work(s).
4	Demonstrates: adequate knowledge and understanding of the question or task; responses that are generally valid in analysis and/or synthesis; satisfactory powers of expression, both orally and in writing; few lapses in accuracy and clarity; some awareness of context and appreciation of the effect on the audience/reader; a basic structure within which the thoughts and feelings of the work(s) are explored.
3	Demonstrates: some knowledge and some understanding of the question or task; responses that are only sometimes valid and/or appropriately detailed; some appropriate powers of expression, both orally and in writing; lapses in accuracy and clarity; limited awareness of context and appreciation of the effect on the audience/reader; some evidence of a structure within which the thoughts and feelings of the work(s) are explored.
2	Demonstrates: superficial knowledge and understanding of the question or task; responses that are of generally limited validity; limited powers of expression, both orally and in writing; significant lapses in accuracy and clarity; little awareness of context and appreciation of the effect on the audience/reader; rudimentary structure within which the thoughts and feelings of the work(s) are explored.
1	Demonstrates: very rudimentary knowledge and understanding of the question or task; responses that are of very limited validity; very limited powers of expression, both orally and in writing; widespread lapses in accuracy and clarity; no awareness of context and appreciation of the effect on the audience/reader; very rudimentary structure within which the thoughts and feelings of the work(s) are explored.

8. Assessments

a. Assessment Objectives

Know, understand and interpret:

- a range of texts, works and/or performances, and their meanings and implications
- contexts in which texts are written and/or received
- elements of literary, stylistic, rhetorical, visual and/or performance craft
- features of particular text types and literary forms.

Analyse and evaluate:

- ways in which the use of language creates meaning
- uses and effects of literary, stylistic, rhetorical, visual or theatrical techniques
- relationships among different texts
- ways in which texts may offer perspectives on human concerns.

Communicate

- ideas in clear, logical and persuasive ways
- in a range of styles, registers and for a variety of purposes and situations
- (for literature and performance only) ideas, emotion, character and atmosphere through performance.

b. School-based Assessments

School-based assessments are ongoing and are intended to measure student learning and provide constructive feedback. These assessments include a variety of formative and summative assessments. Forms of assessment vary and may include but are not limited to assessment tools such as IB practice assessments, guided discussions, oral presentations, group activities and projects, outreach activities, and transformation activities, and observational evidence during lessons.

i. Weightages

The following represents the percentage weight for each academic year:

	Term 1	Term 2	Mid-Year Assessment	Term 3	Final Exam
Form 5	28%	28%	Project Week See passing criteria	28%	16%
Form 6	30%	30%	Mid-Year Exam 15%	N/A	25%

ii. Passing Criteria

F5 Students whose total score is 23 points or above in the six IB Subject Groups will be promoted to the next level, along with:

- satisfactory completion of the Extended Essay requirements for DP year 1
- a final mark of a C or higher in Theory of Knowledge for year 1
- satisfactory completion of CAS (Creativity, Action & Service) activities for year 1
- a total of 12 HL points for students who are on the full diploma track
- no grade 2 or lower in any Higher Level (HL) subject

- the grade for project week is a 3 (out of 5) or higher

To graduate from Secondary at the end of F6, students must gain 23 points or above in the six IB Subject Groups, along with:

- completion of the Extended Essay
- a final mark of a C or higher in Theory of Knowledge
- completion of CAS (Creativity, Action and Service) activities
- a total of 12 HL points for students who are on the full diploma track
- no grade 2 or lower in any Higher Level (HL) subject

Should a student's academic performance falls below standard, the School reserves the rights of not registering a student for the full diploma track.

c. Official IBDP Assessments

i. **Internal Assessment – Note SL students weighted 30% of their overall IB assessment.**

HL students weighted 20% of their overall IB mark – same marking criteria as SL.

Internal assessment is an integral part of the course and is compulsory for both standard level (SL) and higher level (HL) students. It enables students to demonstrate the application of their skills and knowledge in a different setting and to pursue their personal interests without the constraints that are associated with written examinations.

The internal assessment consists of a task in the form of an individual oral. Both SL and HL students are required to deliver an individual oral in response to a prompt, using an extract from one work and an extract from one non-literary text to focus their analysis of how perspectives on a global issue are presented in them.

The internal assessment is graded against the following criteria:

Criterion A Knowledge, understanding and interpretation	Criterion B Analysis and evaluation	Criterion C Focus and organisation	Criterion D Language	Total
10 (25%)	10 (25%)	10 (25%)	10 (25%)	40 (100%)

ii. **External Assessment Details SL/HL**

Duration: 1 hour 15 minutes

Weighting: 35% SL students

Paper 1 contains two previously unseen non-literary passages. Students write a guided analysis of one of these passages. A guided analysis in this context refers to an exploration of the passage supported by a guiding question which asks the students to consider a technical or formal aspect of the passage. Each of the passages will be from a different text type.

The passages for analysis may be either complete pieces of writing or extracts from longer pieces.

One guiding question will be provided for each passage on a central technical or formal element that may provide an interesting point of entry into the text. Although it is not compulsory to answer this question, students should be aware that it is expected that the analysis will be focused on a particular aspect of the text. Students may propose an alternative point of entry about any other technical or formal element of the text they feel important in order to provide such a focus.

The paper is assessed according to the assessment criteria published in this guide. The maximum mark for paper 1 is 20.

HL Students

Duration: 2 hours 15 minutes

Weighting: 35%

Note – students write responses to both passages/guiding questions. The maximum mark for each essay is 20 marks for a total of 40 marks.

Paper Two

Duration: 1 hour 45 minutes

Weighting: 25%

Paper 2 contains four questions of a general nature which require students to write a comparative essay referring to two literary works studied during the course. Students are required to answer **one** question only.

The format of paper 2 and the four questions are the same for both SL and HL students, and for both the literature and language and literature courses. The assessment criteria will also be shared by both levels and both courses.

The essay is written under examination conditions, without access to the studied works. Students will be expected to compare and contrast two of the works studied in relation to the question chosen. Attention should be paid to the relevance of the argument to the question chosen and to the appropriateness of the works selected by the student to address the question. Students are expected to make detailed reference to the works in their answer, but they are not expected to include quotations from them.

Under no circumstances can students use for paper 2 a work that has been already used for another assessment component, be it the Internal Assessment for both SL and HL, or the HL essay for HL.

The paper is assessed according to the assessment criteria published in this guide. The maximum mark for paper 2 is 30.

HL Students

HL: Weighting for Paper Two is 25%

HL students have an additional assessment – The HL English Essay

Weighting is 20%

HL students submit an essay on one non-literary body of work, or a literary work studied during the course. (20 marks)

The essay must be 1,200-1,500 words in length.

9. Academic Integrity

Students are expected to uphold a high standard of academic honesty and integrity. All homework, assignments, tests and exams are expected to represent the student's own effort. All forms of cheating or copying on assignments, tests or exams, plagiarism and other forms of deception to obtain credit are universally recognized as improper and dishonest conduct. Such behaviour is not acceptable and marks will not be awarded for work that does not represent the students' personal effort. For details of the policy regarding academic integrity please refer to [Student and Parent Handbook](#).

10. Late Submission of Work

Assignments and homework are an important component of the teaching-learning process and are expected to be completed with quality and submitted on time. Assignments and homework tasks will be posted Managebac.

The following policy will apply for late work submission:

School-based Assessments

Late submission of work may result in a lower effort grade.

IB Official Assessments

Students may receive a zero for a given component of work if it is not submitted by the assigned deadline. Missing any of the required component grades may result in 'no grade' in the official IB results.

11. Classroom Materials and Procedures

Students will need to bring the following items to their lessons unless otherwise specified by the teacher:

- notebook
- folders
- assigned textbook a
- pen, highlighter

Students will be informed in advance if any additional items are expected to be purchased.