



AUDENTES
ERAKOOL

Audentes IB

ENGLISH A: LITERATURE - HL

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Office hours Tuesday 12.30-15.00

Course description

The course is designed for students who have experience of using the language of the course in an academic context. The study of texts, both literary and non-literary, provides a focus for developing an understanding of how language works to create meanings in a culture, as well as in particular texts. All texts may be understood according to their form, content, purpose and audience, and through the social, historical, cultural and workplace contexts that produce and value them. Responding to, and producing, texts promotes an understanding of how language sustains or challenges ways of thinking and being. The focus of the language A: language and literature course is directed towards developing and understanding the constructed nature of meanings generated by language and the function of context in this process (Language A: language and literature guide).

The course is designed to accommodate students' different linguistic profile, learner's needs, interests in literature. This is achieved by giving students freedom to contribute to the course with their texts, by discussing the texts that are chosen for Parts 3 and 4 and through individual meetings with students in order to discuss their progress, give feedback on their written work and help to catch up on missed material.

The course aims to

1. introduce students to a range of texts from different periods, styles and genres
2. develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections
3. develop the students' powers of expression, both in oral and written communication
4. encourage students to recognize the importance of the contexts in which texts are written and received
5. encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning
6. encourage students to appreciate the formal, stylistic and aesthetic qualities of texts
7. promote in students an enjoyment of, and lifelong interest in, language and literature.
8. develop in students an understanding of how language, culture and context determine the ways in which meaning is constructed in texts
9. encourage students to think critically about the different interactions between text, audience and purpose.

Syllabus overview and assessment

In addition to this table all students receive an introduction into the assessment of each component in class, will have an opportunity to discuss the assessment in order to make sure that it is clear how the

task is assessed and what the expectations are. Students receive a document with detailed guidelines when a certain assessment component is introduced.

	WORKS	ASSESSMENT
LITERATURE TEXTS	13	
PART 1 Works in translation Part 1 of the course aims to deepen students' understanding of works as being products of a time and place.	<ul style="list-style-type: none"> ● "Chronicle of a Death Foretold" Gabriel García Márquez ● "Perfume: The Story of a Murderer" Patrick Süskind ● "The Remains of the Day Kazuo" Ishiguro 	Written Assignment
PART 2 Detailed study This part of the syllabus will be assessed orally.	<ul style="list-style-type: none"> ● Margaret Atwood (poetry) ● "Jane Eyre" Charlotte Brontë ● Katherine Mansfield (Short stories) 	Individual Oral Commentary
PART 3 Literary genres In part 3, a group of works selected from the same literary genre is studied in depth.	<ul style="list-style-type: none"> ● Tennessee Williams "A Streetcar Named Desire" ● Bernard Shaw "Pygmalion" ● Oscar Wilde "The Importance of Being Earnest" ● Shakespeare "Twelfth Night" 	Paper 2
PART 2 Detailed study This part of the syllabus will be assessed orally.	<ul style="list-style-type: none"> ● "In Cold Blood" Truman Capote ● "The Sorrow of War" Bao Ninh ● "The Great Gatsby" F. Scott Fitzgerald 	Individual Oral Presentation

Command terms with definitions

Students should be familiar with the following key terms and phrases used in examination questions, which are to be understood as described below. Although these terms will be used frequently in examination questions, other terms may be used to direct students to present an argument in a specific way.

Analyse Break down in order to bring out the essential elements or structure.

Comment Give a judgment based on a given statement or result of a calculation.

Compare Give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout.

Compare and contrast Give an account of similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.

Contrast Give an account of the differences between two (or more) items or situations, referring to both (all) of them throughout.

Discuss Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.

Examine Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue.

Explain Give a detailed account including reasons or causes.

Explore Undertake a systematic process of discovery.

Justify Give valid reasons or evidence to support an answer or conclusion.

To what extent Consider the merits or otherwise of an argument or concept. Opinions and conclusions should be presented clearly and supported with appropriate evidence and sound argument.

Language A: language and literature guide