

The International Baccalaureate® Diploma Programme, for students aged 16 to 19, is an academically challenging and balanced programme of education that prepares students for success at university and life beyond. Students take courses in six different subject groups, maintaining both breadth and depth of study. Language A: literature higher level is in group 1, studies in language and literature. In addition, three core elements—the extended essay, theory of knowledge and creativity, action, service—are compulsory and central to the philosophy of the programme.

**About the IB:** For over 40 years the IB has built a reputation for high-quality, challenging programmes of education that develop internationally minded young people who are well prepared for the challenges of life in the 21st century and able to contribute to creating a better, more peaceful world.

The IB subject briefs illustrate key course components in the IB Diploma Programme.

- I. Course description and aims
- II. Curriculum model overview
- III. Assessment model

## Overview of the language A: literature higher level course and curriculum model

### I. Course description and aims

The IB Diploma Programme language A: literature course develops understanding of the techniques involved in literary criticism and promotes the ability to form independent literary judgments. In language A: literature, the formal analysis of texts and wide coverage of a variety of literature—both in the language of the subject and in translated texts from other cultural domains—is combined with a study of the way literary conventions shape responses to texts.

Students completing this course will have a thorough knowledge of a range of texts and an understanding of other cultural perspectives. They will also have developed skills of analysis and the ability to support an argument in clearly expressed writing, sometimes at significant length. This course will enable them to succeed in a wide range of university courses, particularly in literature but also in subjects such as philosophy, law and language.

Texts studied are chosen from the prescribed literature in translation (PLT) list and the prescribed list of authors (PLA) or elsewhere. The PLT list is a wide-ranging list of works in translation, from a variety of languages, allowing teachers to select works in a language different from the language of the examination. The PLA lists authors from the language of the examination. The authors on the list are appropriate for students aged 16 to 19.

All group 1 courses are suitable for students experienced in using a language in an academic context. It is also recognized that students have language backgrounds that vary significantly. For one student the target language may be his or her only proficient language; another student may have a complex language profile and competence in more than one language. While students in the group 1 courses will undergo significant development in their ability to use language for a range of purposes, these are not language-acquisition courses. In group 1, it is assumed that students are highly competent in the target language, whether or not it is their mother tongue.

The aims of the language A: literature course at both higher and standard levels are to:

- encourage a personal appreciation of literature and develop an understanding of the techniques involved in literary criticism
- develop the students' powers of expression, both in oral and written communication, and provide the opportunity of practising and developing the skills involved in writing and speaking in a variety of styles and situations
- introduce students to a range of literary works of different periods, genres, styles and contexts
- broaden the students' perspective through the study of works from other cultures and languages
- introduce students to ways of approaching and studying literature, leading to the development of an understanding and appreciation of the relationships between different works
- develop the ability to engage in close, detailed analysis of written text
- promote in students an enjoyment of, and lifelong interest in, literature.

### II. Curriculum model overview

#### Language A: literature higher level

Components		
<i>Works in translation</i>	Study of three works All works are chosen from the titles in the prescribed literature in translation list.	65 hours
<i>Detailed study</i>	Study of three works All works are chosen from the prescribed list of authors for the language being studied, each from a different genre.	65 hours
<i>Literary genres</i>	Study of four works All works are chosen from the prescribed list of authors for the language being studied, chosen from the same genre.	65 hours
<i>Options</i>	Study of three works Works are freely chosen in any combination.	45 hours
<b>Total teaching hours</b>		<b>240 hours</b>

### III. Assessment model

#### Assessment for language A: literature higher level

The IB assesses student work as direct evidence of achievement against the stated goals of the Diploma Programme courses, which are to provide students with:

- a broad and balanced, yet academically demanding, programme of study
- the development of critical-thinking and reflective skills
- the development of research skills
- the development of independent learning skills
- the development of intercultural understanding
- a globally recognized university entrance qualification.

Students' success in the language A: literature higher level course is measured by combining their grades on external and internal assessment.

Students must demonstrate their ability to provide literary commentary about prose and poetry, both in written form and orally.

#### Assessment at a glance

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
<b>External</b>			<b>70</b>
<i>Paper 1</i>	Literary commentary and analysis of one unseen text	2	20
<i>Paper 2</i>	Essay on at least two works studied	2	25
<i>Written assignment</i>	Reflective statement and literary essay on one work studied		25
<b>Internal</b>			<b>30</b>
<i>Oral work</i>	Formal oral commentary and interview (20 minutes)		15
	Individual oral presentation (10-15 minutes)		15



[www.ibo.org](http://www.ibo.org)

Learn more about how the IB Diploma Programme prepares students for success at university by going online to [www.ibo.org/universities](http://www.ibo.org/universities) or email us at [recognition@ibo.org](mailto:recognition@ibo.org).

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