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Diploma Programme

Language A: language and literature guide

First examinations 2015

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Published February 2011
Updated November 2011, August 2012 and August 2013

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Printed in the United Kingdom by Antony Rowe Ltd, Chippenham, Wiltshire

IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB learner profile

The aim of all IB programmes 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 They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

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This publication is intended to guide the planning, teaching and assessment of the subject in schools. Subject teachers are the primary audience, although it is expected that teachers will use the guide to inform students and parents about the subject.

This guide can be found on the subject page of the online curriculum centre (OCC) at http://occ.ibo.org, a password-protected IB website designed to support IB teachers. It can also be purchased from the IB store at http://store.ibo.org.

Additional resources

Additional publications such as teacher support materials, subject reports, internal assessment guidance and grade descriptors can also be found on the OCC. Specimen and past examination papers as well as markschemes can be purchased from the IB store.

Teachers are encouraged to check the OCC for additional resources created or used by other teachers. Teachers can provide details of useful resources, for example: websites, books, videos, journals or teaching ideas.

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The Diploma Programme

The Diploma Programme is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.

The Diploma Programme hexagon

The course is presented as six academic areas enclosing a central core (see figure 1). It encourages the concurrent study of a broad range of academic areas. Students study: two modern languages (or a modern language and a classical language); a humanities or social science subject; an experimental science; mathematics; one of the creative arts. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.

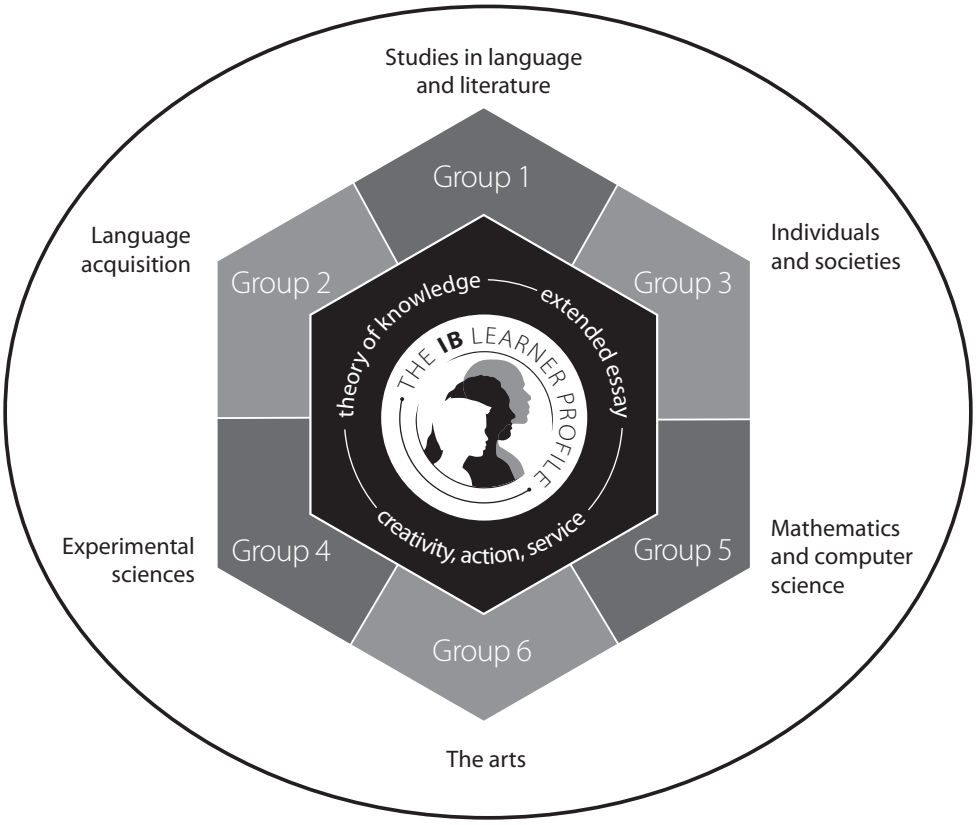

Figure 1
Diploma Programme model

Choosing the right combination

Students are required to choose one subject from each of the six academic areas, although they can choose a second subject from groups 1 to 5 instead of a group 6 subject. Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IB recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL.

At both levels, many skills are developed, especially those of critical thinking and analysis. At the end of the course, students' abilities are measured by means of external assessment. Many subjects contain some element of coursework assessed by teachers. The courses are available for examinations in English, French and Spanish, with the exception of groups 1 and 2 courses where examinations are in the language of study.

The core of the hexagon

All Diploma Programme students participate in the three course requirements that make up the core of the hexagon. Reflection on all these activities is a principle that lies at the heart of the thinking behind the Diploma Programme.

The theory of knowledge course encourages students to think about the nature of knowledge, to reflect on the process of learning in all the subjects they study as part of their Diploma Programme course, and to make connections across the academic areas. The extended essay, a substantial piece of writing of up to 4,000 words, enables students to investigate a topic of special interest that they have chosen themselves. It also encourages them to develop the skills of independent research that will be expected at university. Creativity, action, service involves students in experiential learning through a range of artistic, sporting, physical and service activities.

The IB mission statement and the IB learner profile

The Diploma Programme aims to develop in students the knowledge, skills and attitudes they will need to fulfill the aims of the IB, as expressed in the organization's mission statement and the learner profile. Teaching and learning in the Diploma Programme represent the reality in daily practice of the organization's educational philosophy.

Nature of the subject

Group 1

Group 1 consists of three courses.

- Language A: literature
- Language A: language and literature
- Literature and performance (interdisciplinary subject)

This is summarized in the table below.

Course	Available SL	Available HL
Language A: literature	✓	✓
Language A: language and literature	✓	✓
Literature and performance	✓	

All three courses are designed for students who have experience of using the language of the course in an academic context. The language background of such students, however, is likely to vary considerably—from monolingual students to students with more complex language profiles. 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.

To fulfill the requirements of the Diploma Programme, all students must study a group 1 subject selected from one of the courses above. One path to a bilingual diploma is to take two group 1 courses, each in a different language, in any combination of the three courses offered. Both the language A: literature course and the language A: language and literature course are offered at SL and HL. Literature and performance, which is an interdisciplinary subject (groups 1 and 6), is only available as an SL course.

Group 1 courses are designed to support future academic study by developing a high social, aesthetic and cultural literacy, as well as effective communication skills. While there is significant difference in the texts presented for study in the three courses, they will clearly overlap somewhat. There is no aim for each course to define completely separate territory. Instead, the main difference lies in the different areas of focus each takes. In the language A: literature course, focus is directed towards developing an understanding of the techniques involved in literary criticism and promoting the ability to form independent literary judgments. 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. Literature and performance allows students to combine literary analysis with the investigation of the role of performance in our understanding of dramatic literature.

Note: Expectations of language usage, of level of analysis and of critical reflection are the same across the three courses.

For each course the syllabus and assessment requirements are identical for all languages offered. The teaching and assessment of any particular language A will be conducted in that language.

Language A: language and literature

Language A: language and literature comprises four parts—two relate to the study of language and two to the study of literature.

The study of the texts produced in a language is central to an active engagement with language and culture and, by extension, to how we see and understand the world in which we live. A key aim of the language A: language and literature course is to encourage students to question the meaning generated by language and texts, which, it can be argued, is rarely straightforward and unambiguous. Helping students to focus closely on the language of the texts they study and to become aware of the role of each text's wider context in shaping its meaning is central to the course.

The language A: language and literature course aims to develop in students skills of textual analysis and the understanding that texts, both literary and non-literary, can be seen as autonomous yet simultaneously related to culturally determined reading practices. The course is designed to be flexible—teachers have the opportunity to construct it in a way that reflects the interests and concerns that are relevant to their students while developing in students a range of transferable skills. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception.

Teachers should be aware while constructing the course that the focus underpinning the approach to texts sees the study of the formal elements of each text as only one among several means of establishing a reading. As noted above, a wide range of factors, including the circumstances of production and reception, and the role of culturally determined reading practices, are seen as being equally important. A wider aim of the course is the development of an understanding of "critical literacy" in students.

In view of the international nature of the IB and its commitment to intercultural understanding, the language A: language and literature course does not limit the study of texts to the products of one culture or of the cultures covered by any one language. The study of literature in translation from other cultures is especially important to IB Diploma Programme students because it contributes to a global perspective, thereby promoting an insight into, and understanding of, the different ways in which cultures influence and shape the experiences of life common to all humanity.

Distinction between SL and HL

The model for language A: language and literature is the same at SL and HL, but there are significant quantitative and qualitative differences between the levels.

In the literature sections the number of texts prescribed is greater at HL than at SL. In the language sections students are generally expected to cover many more texts of all kinds at HL than at SL.

Two of the assessment tasks at SL are significantly easier than the comparable tasks at HL. The first is the paper 1 textual analysis, where SL students address and analyse only one passage, while HL students make a comparative analysis of two passages. The second is the written tasks, where HL students must produce four tasks, rather than the three produced by SL students. Two of these tasks are submitted for external assessment at HL, while only one is submitted at SL. One of the assessed tasks submitted at HL must be a critical response that addresses one of six set questions and requires students to explore the values, attitudes and beliefs that are implied in the texts they select for this task.

The distinction between SL and HL is summarized below. In paper 2 there are common questions for both SL and HL, and differentiation is achieved through the use of different assessment criteria. Internal assessment tasks and criteria are the same at SL and at HL.

Part of the course	SL	HL
Parts 1 and 2: Language in cultural context, and language and mass communication	Fewer topics covered in order to achieve learning outcomes than at HL	More topics covered in order to achieve learning outcomes than at SL
Part 3: Literature—texts and contexts	Study of two works, one of which is a text in translation from the prescribed literature in translation (PLT) list	Study of three works, one or two of which is (are) a text(s) in translation from the prescribed literature in translation (PLT) list
Part 4: Literature—critical study	Study of two works chosen from the prescribed list of authors (PLA) for the language A studied	Study of three works chosen from the prescribed list of authors (PLA) for the language A studied
Written tasks	Production of three written tasks, one of which is submitted for external assessment	Production of four written tasks, two of which are submitted for external assessment. One of the assessed tasks must be a critical response to one of six questions
Paper 1: Textual analysis	An analysis of one non-literary text or extract (1 hour and 30 minutes)	A comparative analysis of a pair of texts, at least one of which is non literary (2 hours)

Prior learning

There are no formal requirements for students undertaking the group 1 courses. Students who take these courses will often have varied language profiles and may be multilingual. While it is recommended that students have had experience of writing critical essays about texts, not having done so should not exclude them from studying language A. Schools should refer to the IB document, *Learning in a language other than mother tongue in IB programmes,* available on the OCC, for support.

Each course offers the opportunity for continued language development and the acquisition of a range of skills including, for example, textual analysis and the expression of literary appreciation. The choice of the specific group 1 course will depend on the students' and teacher's interests and the students' future educational plans.

Links to the Middle Years Programme

In the IB Middle Years Programme (MYP) language A provides a balance between language and literature where students develop an appreciation of the nature, power and beauty of language and literature, and of the many influences on language and literature globally. Language A courses develop linguistic and literary understanding and skills through the study of a broad range of genres and world literature, as well as language learning in context. The study of one or more languages A enables students to work towards their full linguistic potential. Gaining an understanding that language and literature are creative processes encourages the development of imagination and creativity through self-expression.

The Diploma Programme language A: language and literature course builds on this foundation. While it is not simply a language acquisition course, it aims to ensure the continuing development of a student's powers of expression and understanding in a variety of language domains.

Language A: language and literature and theory of knowledge

Specific cultural and reading practices play a central role in the way we generate the meaning of a text. As these practices change, over time or from place to place, the meaning we ascribe to a text shifts and can become unstable. This creates a clear link with theory of knowledge (TOK). In discussing art as an area of knowledge, for example, the following question might be asked: "What knowledge of art can be gained by focusing attention solely on the **work** itself, in isolation from the artist or the social context?"

Further questions seek to explore the nature and meaning of art through an understanding of its social, cultural or historical context and the role of the reader or audience's response to the text in generating meaning. Links with TOK also promote an intercultural perspective, encouraging students to reflect on and think beyond their own cultural assumptions as they engage with the learning materials in the course.

The relationship between the subject and TOK is central to the Diploma Programme. Having followed the language A: language and literature course in group 1, students should be able to reflect critically on the various ways of knowing and on knowledge issues. The questions noted below highlight the relationship between TOK and the language A: language and literature course.

- How does the reader shape the meaning of a text?
- How are our understandings of texts affected by their various historical, social and cultural contexts?
- When does a text become defined as literature?
- Language and literature are never simply transparent. They also encode values and beliefs. To what extent should this be considered when responding to texts?
- How far do power relationships in society determine what is considered literature and define the canon?
- Texts can be analysed from different critical positions. In the light of this, how can their effectiveness be judged relative to one another?
- If meaning is inherently unstable, conditional on the contexts of the text and reader, how can we ever determine what a text means?

Language A: language and literature and the international dimension

Language A: language and literature is available in a number of languages, allowing a wide range of students to access this course. The IB's commitment to intercultural understanding is evident throughout the course. In parts 3 and 4 of the syllabus, for example, the study of works in translation and the investigation of context highlight the ways in which meaning can change across cultural boundaries.

Group 1 aims

The aims of **language A: literature** and **language A: language and literature** at SL and HL, and of **literature and performance** at SL are 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.

Language A: language and literature aims

In addition, the aims of the **language A: language and literature** course at SL and at HL are to:

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.

Assessment objectives

There are four assessment objectives at SL and at HL for the **language A: language and literature** course.

1. Knowledge and understanding
   - Demonstrate knowledge and understanding of a range of texts
   - Demonstrate an understanding of the use of language, structure, technique and style
   - Demonstrate a critical understanding of the various ways in which the reader constructs meaning and of how context influences this constructed meaning
   - Demonstrate an understanding of how different perspectives influence the reading of a text
2. Application and analysis
   - Demonstrate an ability to choose a text type appropriate to the purpose required
   - Demonstrate an ability to use terminology relevant to the various text types studied
   - Demonstrate an ability to analyse the effects of language, structure, technique and style on the reader
   - Demonstrate an awareness of the ways in which the production and reception of texts contribute to their meanings
   - Demonstrate an ability to substantiate and justify ideas with relevant examples
3. Synthesis and evaluation
   - Demonstrate an ability to compare and contrast the formal elements, content and context of texts
   - Discuss the different ways in which language and image may be used in a range of texts
   - Demonstrate an ability to evaluate conflicting viewpoints within and about a text
   - **At HL only:** Produce a critical response evaluating some aspects of text, context and meaning
4. Selection and use of appropriate presentation and language skills
   - Demonstrate an ability to express ideas clearly and with fluency in both written and oral communication
   - Demonstrate an ability to use the oral and written forms of the language, in a range of styles, registers and situations
   - Demonstrate an ability to discuss and analyse texts in a focused and logical manner
   - **At HL only:** Demonstrate an ability to write a balanced, comparative analysis

Assessment objective	Which component addresses this assessment objective?	How is the assessment objective addressed?
1. Knowledge and understanding	Paper 1	The textual analysis requires knowledge and understanding of the formal elements and content of a previously unseen text or texts, and of the significance of context, audience and purpose.
	Paper 2	The essay on at least two literary works studied in part 3 requires knowledge and understanding of the way meaning is conveyed through form, style, content and context.
	Written tasks	Through the written tasks students show knowledge and understanding of texts studied, as well as the conventions and form of particular text types.
	Individual oral commentary	Students are assessed on their detailed knowledge and understanding of an extract from a text studied in part 4.
	Further oral activity	Students are required to demonstrate knowledge and understanding of texts studied in parts 1 and 2 and the implications of the language used.
2. Application and analysis	Paper 1	Students are required to analyse language and style and their effects on the reader.
	Paper 2	In the essay students analyse literary texts studied in part 3 and discuss the way in which context affects the use of formal elements, structure and content.
	Written tasks	In these tasks students show awareness of the ways in which the production and reception of texts contribute to their meaning.
	Written task 2 (HL only)	In this task students make use of appropriate terminology for the analysis of texts.
	Individual oral commentary	Students are required to analyse a short extract from a text studied in part 4, and to comment on literary features and their effects on the reader.
	Further oral activity	Students are required to analyse texts, exploring the ways in which the circumstances of production and reception affect the meaning of texts.

Assessment objective	Which component addresses this assessment objective?	How is the assessment objective addressed?
3. Synthesis and evaluation	Paper 1	Students compare and evaluate the formal elements, content and context of a previously unseen text or texts (HL). This may involve evaluating conflicting viewpoints within and across texts.
	Paper 2	Students discuss at least two texts, synthesizing their ideas to explore the connections between content, context, form and style.
	Written task 2 (HL only)	Students evaluate conflicting viewpoints within and about particular literary texts.
	Individual oral commentary	Students are required to evaluate the ways in which language is used in an extract from a text studied in part 4.
	Further oral activity	Students are required to analyse texts in a way that evaluates conflicting viewpoints within and about a text.
4. Selection and use of appropriate presentation and language skills	Paper 1	Students are required to express their ideas clearly and to develop a coherent analysis. At HL the analysis between the two texts must be balanced.
	Paper 2	Students are required to show effective organization, formal use of language and appropriate use of literary terms. Their ideas should be clearly expressed.
	Written tasks	The written tasks require students to pay attention to style, register and structure.
	Individual oral commentary	Students are required in the commentary to show clarity in a well-structured oral communication.
	Further oral activity	Students are required to choose a style and a register that are appropriate to the task. There should be a clear sense of structure.

Syllabus component	Teaching hours	
	SL	HL
Part 1: Language in cultural context Texts are chosen from a variety of sources, genres and media.	40	60
Part 2: Language and mass communication Texts are chosen from a variety of sources, genres and media.	40	60
Part 3: Literature—texts and contexts SL: Two texts, one of which is a text in translation from the prescribed literature in translation (PLT) list and one, written in the language A studied, from the prescribed list of authors (PLA) for the language A studied, or chosen freely. HL: Three texts, one of which is a text in translation chosen from the prescribed literature in translation (PLT) list and one from the prescribed list of authors (PLA) for the language A studied. The other may be chosen freely.	40	70
Part 4: Literature—critical study SL: Two texts, both of which are chosen from the prescribed list of authors (PLA) for the language A studied. HL: Three texts, all of which are chosen from the prescribed list of authors (PLA) for the language A studied.	30	50
Total teaching hours	**150**	**240**

It is essential that teachers are allowed the prescribed minimum number of teaching hours necessary to meet the requirements of the language A: language and literature course. At SL the minimum prescribed number of hours is 150 hours and at HL it is 240 hours.

Approaches to the teaching of language A: language and literature

While the three courses in group 1 offer a different focus, they are all designed to support future academic study by developing high levels of language competence and communication skills, as well as social, aesthetic and cultural literacy. Language and literature play a central role in these courses, which aim to support lifelong learning through engaging students as actively as possible with texts.

These courses are designed to allow a variety of teaching approaches. Teachers are given a great deal of freedom and responsibility to interpret the curriculum and to create a course of study that not only meets the aims and objectives of the course but is also relevant to the situation of the school and its community.

Teaching the language A: language and literature course should be supported in ways that fit with the IB learner profile and with the pedagogical principles that underpin IB programmes: the promotion of critical- and creative-thinking skills, and learning how to learn. At each stage of their course, students should be given the opportunity to engage in inquiry-based learning and to develop the skills required for critical thinking.

The teacher is viewed as a supporter of student learning, rather than a transmitter of knowledge, and should promote the IB learner profile in students and their work in the following ways.

- **Providing an inclusive, positive and safe class ethos**. Students should feel confident to explore and experiment with their own responses and to challenge those of others.
- **Empowering students**. They should have a variety of opportunities, both critical and creative, to demonstrate their understanding of skills through a wide variety of active learning approaches, including discussion, debate, role play, reading, writing and oral presentation.
- **Recognizing that students learn in different ways**. Students should experience a range of activities and assessment tasks that best advance their understanding and enjoyment of the texts they encounter.
- **Facilitating critical discourse**. Teachers should ensure from the very beginning of the course that students acquire, in an integral and practical way, the language of critical discourse for language and literature.
- **Promoting the appreciation of language as an art form**. Students should have opportunities to go beyond the mere "decoding" of texts towards a wide and humane appreciation of the texts studied.
- **Enabling students to explore a wide variety of texts**. A wide range of texts that are diverse in convention, culture and complexity should be made available.
- **Providing opportunities for student inquiry into the subtleties and implications of cultural contexts**. This should include such dimensions as the geographical, the historical and the ethnic situations of texts.
- **Providing opportunities for writing about language and literature**. Effective feedback should support students in writing in a structured and analytical manner.
- **Scaffolding the processes necessary for making reasonable comparative judgments about texts**. Students should be able to express these both orally and in writing.

It is also important that teachers focus on the following aspects.

- **Ensure students acquire core skills**. These are the skills that are particular to the study and expression of students' experience of literature and language.
- **Clarify learning goals for students**. This should be done on a regular basis and should refer to the requirements and learning outcomes of the course.
- **Provide systematic formative assessment**. There should be regular feedback to students about their performance against specified assessment criteria, which should consider the question "What do I need to do to improve?"
- **Ensure practice of rhetorical skills**. These are the skills that students require in order to deliver effective oral presentations to a variety of audiences.

The thinking that underpins the language A: language and literature course has been informed by the way "critical literacy" identifies concerns with the role of the contexts of a text in determining and shifting its meaning. In terms of the teaching of the course this means that focus is directed at ways of working with texts that seek to challenge received ideas about their meaning and their relationship to the social world at large. Formal analysis needs to be supplemented by an awareness that the meaning of texts is not fixed but is in part determined by the cultural and social practices in which they are produced and received. This way of working with texts is consistent with the pedagogy embodied in the IB learner profile, where the attributes of open-mindedness and reflection are emphasized. Inquiry-based approaches lie at the heart of teaching and learning in the IB Diploma Programme.

The teacher should provide an arena in which students can critically engage with a wide variety of texts, written, spoken and visual, from a range of sources and media. This is especially relevant in parts 1 and 2 of the course. The availability and range will vary from language to language, but in all cases different text types and genres should be explored throughout the course.

Construction of the course

In keeping with IB principles, teachers are strongly encouraged to design their own course of study and to teach it in a way that takes into account the particular needs and interests of the students and the school. The following points provide general information on constructing the course.

- Teachers should aim to construct a course that is well balanced and cohesive. Such a course should be flexible enough to accommodate students' differing linguistic profiles, interests and talents, teachers' goals, interests and areas of expertise, as well as the availability of resources and specific teaching conditions (for example, class size).
- Within a whole-school context teachers should be mindful of promoting concurrency of learning through cross-curricular links to other subjects, where appropriate, and in particular to theory of knowledge.
- The IB does not require that the four parts of the course be taught in any particular order, but teachers will find that certain assessment deadlines, as well as the development of student skills, will have an impact on the decisions made regarding teaching sequence.
- Teachers must take into account the learning outcomes, the type and range of texts to be studied, and the time required for each part of the course.
- When planning parts 1 and 2 of the course, a broad range of texts and text types should be included in the study of those topics chosen by the teacher. See below for a definition of "text".
- When planning parts 3 and 4 of the course, there are two essential book lists to consider: the prescribed list of authors (PLA), which is specific to each language, and the prescribed literature in translation (PLT) list, which is common to all languages.
- Teachers should take into account that their students must produce three written tasks at SL and four at HL, and that these written tasks must relate to the different parts of the course.

For more detailed information, refer to the syllabus content in this guide as well as to the teacher support materials available for the course.

> "Text" in this subject, and in the published guide, is defined as anything from which information can be extracted, and includes the widest range of oral, written and visual materials present in society. This range will include single and multiple images with or without text, literary and non-literary written texts and extracts, media texts (for example, films), radio and television programmes and their scripts, and electronic texts that share aspects of a number of these areas (for example, video-sharing websites, web pages, SMS messages, blogs, wikis and tweets). Oral texts will include readings, speeches, broadcasts and transcriptions of recorded conversation.

Skills

In order to achieve the learning outcomes of this course, students will need a strong grasp of specific skills. An explanation of their importance is given below.

Language skills

Although language A: language and literature is not a language acquisition course, it nevertheless provides an opportunity for students to develop and refine their language skills. In particular, they are expected to acquire the vocabulary appropriate to the analysis of texts. Furthermore, they develop the ability to express their ideas in clear, unambiguous language. The production of a range of texts, intended for different audiences and purposes, requires effective use of register and style. Students will be expected to show facility in both written and oral communication.

Close analysis of texts

Language A: language and literature is centrally concerned with the ways in which meaning is generated by the meeting between texts and the contexts within which they exist. Close attention to the details of the text and its features is important in developing an informed understanding of the links between the text and its context. Consequently, the ability to undertake detailed critical analysis of texts, which is an important skill in its own right, is crucial in allowing students to assemble the evidence they require to justify the validity of their reading of the texts they encounter in the course. While being specifically addressed in part 4 of the syllabus it is, however, an important concern in all parts of the course.

Visual skills

Viewing is part of a general multimodal literacy. Written text is often found in combination with still images, moving images and sound. As students become adept at the other literacy skills of reading, writing, listening and speaking, it is also essential that they develop skills in understanding and interpreting the visual images used in conjunction with these texts. Considerations of visual analysis feature throughout the language A: language and literature course. In addition, moving images in the form of film are likely to be frequently used in parts of the course. While teachers of language A: language and literature are not expected to be art or media teachers, they can make students aware of the way in which images may be analysed for form, content and meaning in much the same way as a conventional written text.

Requirements

Students study a minimum of **four** literary works at SL and **six** works at HL. There are two book lists that must be used in conjunction with this guide. Both are available on the OCC.

Prescribed literature in translation (PLT)—there is one PLT list for all language A courses.

Prescribed list of authors (PLA)—each language A that has been authorized for study and listed in the *Handbook of procedures for the Diploma Programme* has its own PLA.

Literature texts

Note: Neither authors nor texts may be repeated anywhere in parts 3 and 4.

Standard level

Students are required to study **four** literature texts.

- Two texts chosen from the PLA for the language A
- One text in translation chosen from the PLT list for study in part 3
- One text chosen freely—from the PLA or elsewhere—written in the language A studied

Texts should be selected to cover at least two literary genres, two periods and, where appropriate, two places as defined in the PLA for the language A.

Higher level

Students are required to study **six** literature texts.

- Four texts chosen from the PLA for the language A
- One text in translation chosen from the PLT list for study in part 3
- One text chosen freely—from the PLA, PLT list or elsewhere—and which may be in translation

Texts should be selected to cover at least two literary genres, two periods and, where appropriate, two places as defined in the PLA for the language A.

A text chosen freely at SL or HL must be of literary quality and of an appropriate challenge and complexity.

Language texts

The topic-based approach to the language sections of the syllabus (parts 1 and 2) means that schools will be able to select a wide variety of texts to support investigation of the role of language in the topics selected. Students taking the course are required to produce a variety of texts.

Part 1: Language in cultural context

In this part of the course students are given the opportunity to explore how language develops in specific cultural contexts, how it impacts on the world, and how language shapes both individual and group identity. Topics for stimulating approaches to the unit are listed below, each of which implies a range of vocabulary and writing styles with which students should become familiar.

Students studying this part of the course should pay particular attention to the role of language in relation to the many areas involved in the construction of meaning and understanding of particular issues in the world.

The study of language in cultural context aims to enable students to meet the following learning outcomes.

- **Analyse how audience and purpose affect the structure and content of texts**. Areas to be considered could include:
  - the use of persuasive language in political speeches
  - the features of SMS messages
  - postcolonial rereadings of texts.
- **Analyse the impact of language changes**. Points to be considered could include:
  - the impact of electronic communication on meaning
  - the influence of government policy
  - the emergence of new vocabulary from the language of groups (for example, young people)
  - the disappearance of vocabulary and of languages themselves.
- **Demonstrate an awareness of how language and meaning are shaped by culture and context**. Points to be considered could include:
  - the ways in which jargon and professional language are used
  - the ways in which language affirms identity
  - the status given to standard and non-standard forms of the language
  - the status of minority languages in multilingual societies.

The above learning outcomes are achieved through the study of texts in relation to some of the suggested topics listed below.

- Gender (inequality, constructions of masculinity and femininity)
- Sexuality (its construction through language)
- Language and communities (nation/region, subcultures)
- Language and the individual (multilingualism/bilingualism, language profile/identity)
- Language and power (linguistic imperialism, propaganda)
- History and evolution of the language (disappearing and revival languages, Creoles)
- Translation (what is added and what is lost)
- Language and knowledge (science and technology, argot and jargon)
- Language and social relations (social and professional status, race)
- Language and belief (religious discourse, mythology)
- Language and taboo (swearing, political correctness)

Part 2: Language and mass communication

In part 2 students consider the way language is used in the media. Mass media include newspapers, magazines, the internet (for example, social networking), mobile telephony, radio and film. This section also addresses the issue of how the production and reception of texts is influenced by the medium through which they are delivered.

The study of language and mass communication means that students will be able to meet the following learning outcomes. While each of the learning outcomes must be covered, the examples provided are not prescriptive but are intended to provide guidance on the ways in which these learning outcomes can be incorporated into the teaching of part 2.

- **Examine different forms of communication within the media**. Areas to be considered could include:
  - advertising
  - news coverage
  - opinion
  - blogs
  - mobile media.
- **Show an awareness of the potential for educational, political or ideological influence of the media**. Areas to be considered could include:
  - public service broadcasting
  - campaigns
  - censorship
  - satire
  - propaganda.
- **Show the way mass media use language and image to inform, persuade or entertain**. Points to be considered could include:
  - the diversity of audiences
  - use of style and register
  - overt and covert forms of bias
  - layout and use of images
  - deliberate manipulation of audience
  - placement and the selection of platform.

The above learning outcomes can be achieved through the study of some of the suggested topics listed below.

- Textual bias (news reporting, sports coverage)
- Stereotypes (gender, ethnicity)
- Popular culture (comics, soap operas)
- Language and presentation of speeches and campaigns (elections, lobbying)
- Language and the state (public information, legislation)
- Media institutions (television channels, internet search engines)

- Role of editing (news bulletins, websites)
- Use of persuasive language (advertising, appeals)
- Arts and entertainment (radio and television drama, documentaries)

Further guidance: Parts 1 and 2

A wide range of text types should be included to help students with analysis and production. The list of suggestions below is not exhaustive.

Advertisement	Encyclopedia entry	Parody
Appeal	Essay	Pastiche
Biography	Film/television	Photographs
Blog	Guide book	Radio broadcast
Brochure/leaflet	Interview	Report
Cartoon	Letter (formal)	Screenplay
Chart	Letter (informal)	Set of instructions
Database	Magazine article	Song lyric
Diagram	Manifesto	Speech
Diary	Memoir	Textbook
Editorial	News report	Travel writing
Electronic texts	Opinion column	

In addition to the text types mentioned above, literary genres may be used to complement the study of a topic in parts 1 and 2 but should not form the basis of the study. Short texts or extracts from a literary work will usually be more suitable than complete works.

Part 3: Literature—texts and contexts

Standard level: At SL students study **two** literary texts.

- One text must be taken from the PLT list
- One text can be chosen freely— from the PLA or elsewhere—and must written in the language A studied

Higher level: At HL students study **three** literary texts.

- One text must be taken from the PLT list
- One text must be from the PLA for the language A studied
- One text can be chosen freely—from the PLA, the PLT list or elsewhere—and may be in translation

Meaning in a text is shaped by culture and by the contexts of the circumstances of its production. It is also shaped by what the reader brings to it. Literary texts are not created in a vacuum but are influenced by social context, cultural heritage and historical change. Through the close reading of literary texts, students

are able to consider the relationship between literature and issues at large, such as gender, power and identity. Students should be encouraged to consider how texts build upon and transform the inherited literary and cultural traditions. The compulsory study of translated texts encourages students to reflect on their own cultural assumptions through an examination of work produced in other languages and cultures.

The study of literature—texts and contexts means that students will be able to meet the following learning outcomes.

- **Consider the changing historical, cultural and social contexts in which particular texts are written and received**. Areas to be considered could include:
  - the impact of different forms of publishing, for example, serialization
  - political pressure and censorship
  - dominant and minority social groups
  - the role of the individual and family in society
  - the impact of prevailing values and beliefs
  - protest and polemic.
- **Demonstrate how the formal elements of the text, genre and structure can not only be seen to influence meaning but can also be influenced by context**. Aspects to be considered could include:
  - narrative technique
  - characterization
  - elements of style and structure
  - poetic language.
- **Understand the attitudes and values expressed by literary texts and their impact on readers**. Students should be able to recognize that:
  - there can be very different readings of the same text
  - the context of reception, including the individual reader, influences the way a text is read
  - different values may be in contention within a text.

Part 4: Literature—critical study

Standard level: Students study **two** literary texts, both of which must be taken from the PLA for the language A studied.

Higher level: Students study **three** literary texts, all of which must be taken from the PLA for the language A studied.

Close reading is considered to be a core skill in the understanding and interpretation of literature. By looking closely at the detail of literary texts, students develop awareness of their rich complexities and the intricacies of their construction.

The study of literature—critical study means that students will be able to meet the following learning outcomes.

- **Explore literary works in detail**. Points to be considered could include:
  - understand the explicit and implicit meanings in a text
  - identify and situate a text or an extract in the context of a larger work
  - respond to the key features of texts such as language, characterization and structure.

- **Analyse elements such as theme and the ethical stance or moral values of literary texts**. Issues to be considered could include:
  - identify the evidence in the text for a particular stance
  - consider point of view in different literary genres.
- **Understand and make appropriate use of literary terms**. Examples could include:
  - imagery
  - persona
  - tone
  - metaphor
  - irony.

Further guidance: Parts 3 and 4

Teachers must comply with the requirements regarding literary genres, periods and, where applicable, place for parts 3 and 4 of the syllabus. At both SL and HL two genres, two places and two periods must be included in the school's syllabus for parts 3 and 4. The definitions of "period" and "place" are included in the PLA for the language A studied.

General

Assessment is an integral part of teaching and learning. The most important aims of assessment in the Diploma Programme are that it should support curricular goals and encourage appropriate student learning. Both external and internal assessment are used in the Diploma Programme. IB examiners mark work produced for external assessment, while work produced for internal assessment is marked by teachers and externally moderated by the IB.

There are two types of assessment identified by the IB.

- Formative assessment informs both teaching and learning. It is concerned with providing accurate and helpful feedback to students and teachers on the kind of learning taking place and the nature of students' strengths and weaknesses in order to help develop students' understanding and capabilities. Formative assessment can also help to improve teaching quality, as it can provide information to monitor progress towards meeting the course aims and objectives.
- Summative assessment gives an overview of previous learning and is concerned with measuring student achievement.

The Diploma Programme primarily focuses on summative assessment designed to record student achievement at, or towards the end of, the course of study. However, many of the assessment instruments can also be used formatively during the course of teaching and learning, and teachers are encouraged to do this. A comprehensive assessment plan is viewed as being integral with teaching, learning and course organization. For further information, see the IB *Programme standards and practices* document.

The approach to assessment used by the IB is criterion-related, not norm-referenced. This approach to assessment judges students' work by their performance in relation to identified levels of attainment, and not in relation to the work of other students. For further information on assessment within the Diploma Programme please refer to the publication *Diploma Programme assessment: Principles and practice*.

To support teachers in the planning, delivery and assessment of the Diploma Programme courses, a variety of resources can be found on the OCC or purchased from the IB store (http://store.ibo.org). Teacher support materials, subject reports, internal assessment guidance, grade descriptors, as well as resources from other teachers, can be found on the OCC. Specimen and past examination papers, as well as markschemes, can be purchased from the IB store.

Methods of assessment

The IB uses several methods to assess work produced by students.

Assessment criteria

Assessment criteria are used when the assessment task is open-ended. Each criterion concentrates on a particular skill that students are expected to demonstrate. An assessment objective describes what students should be able to do, and assessment criteria describe how well they should be able to do it. Using assessment criteria allows discrimination between different answers and encourages a variety of responses.

Each criterion comprises a set of hierarchically ordered level descriptors. Each level descriptor is worth one or more marks. Each criterion is applied independently using a best-fit model. The maximum marks for each criterion may differ according to the criterion's importance. The marks awarded for each criterion are added together to give the total mark for the piece of work.

Markbands

Markbands are a comprehensive statement of expected performance against which responses are judged. They represent a single holistic criterion divided into level descriptors. Each level descriptor corresponds to a range of marks to differentiate student performance. A best-fit approach is used to ascertain which particular mark to use from the possible range for each level descriptor.

Markschemes

This generic term is used to describe analytic markschemes that are prepared for specific examination papers. Analytic markschemes are prepared for those examination questions that expect a particular kind of response and/or a given final answer from the students. They give detailed instructions to examiners on how to break down the total mark for each question for different parts of the response. A markscheme may include the content expected in the responses to questions or may be a series of marking notes giving guidance on how to apply criteria.

First examinations 2013

Assessment component	Weighting
External assessment (3 hours)	**70%**
Paper 1: Textual analysis (1 hour 30 minutes) The paper consists of two unseen texts. Students write an analysis of one of these texts. (20 marks)	**25%**
Paper 2: Essay (1 hour 30 minutes) In response to one of six questions students write an essay based on both the literary texts studied in part 3. The questions are the same at HL but the assessment criteria are different. (25 marks)	**25%**
Written task Students produce at least three written tasks based on material studied in the course. Students submit one written task for external assessment. (20 marks) This task must be 800–1,000 words in length plus a rationale of 200–300 words.	**20%**
Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	**30%**
Individual oral commentary Students comment on an extract from a literary text studied in part 4 of the course. (30 marks) Students are given two guiding questions.	**15%**
Further oral activity Students complete at least two further oral activities, one based on part 1 and one based on part 2 of the course. The mark of one further oral activity is submitted for final assessment. (30 marks)	**15%**

Assessment outline—HL

First examinations 2013

Assessment component	Weighting
External assessment (4 hours)	**70%**
Paper 1: Comparative textual analysis (2 hours) The paper consists of two pairs of unseen texts. Students write a comparative analysis of one pair of texts. (20 marks)	**25%**
Paper 2: Essay (2 hours) In response to one of six questions students write an essay based on at least two of the literary texts studied in part 3. The questions are the same at SL but the assessment criteria are different. (25 marks)	**25%**
Written tasks Students produce at least four written tasks based on material studied in the course. Students submit two of these tasks for external assessment. (20 marks for each task) One of the tasks submitted must be a critical response to one of the prescribed questions for the HL additional study. Each task must be 800–1,000 words in length; task 1 should be accompanied by a rationale of 200–300 words, while task 2 should be accompanied by a short outline.	**20%**
Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	**30%**
Individual oral commentary Students comment on an extract from a literary text studied in part 4 of the course. (30 marks) Students are given two guiding questions.	**15%**
Further oral activity Students complete at least two further oral activities, one based on part 1 and one based on part 2 of the course. The mark of one further oral activity is submitted for final assessment. (30 marks)	**15%**

Assessment criteria are used to assess students for all assessment tasks. The assessment criteria are published in this guide.

For paper 1 there are four criteria.

For paper 2 there are five criteria.

For the written task(s) there are four criteria.

The descriptors are related to the assessment objectives established for the language A: language and literature course. With the exception of the language criterion for papers 1 and 2, different assessment criteria are provided for the written papers and written task(s) at SL and at HL.

The external components contribute 70% to the final assessment at SL and at HL.

Note: All responses, written and oral, must be given in the language A of the examination.

Written examination papers

At SL and at HL there are two examination papers that are set and marked externally. They are designed to allow students to demonstrate their competencies in relation to the language A: language and literature assessment objectives and to specific parts of the syllabus. Paper 1 is linked to the skill of textual analysis and paper 2 is linked to the literary works studied in part 3.

In both examination papers students are expected to support their answers with specific references to, where appropriate, literary or non-literary texts—in paper 1 with references to the unseen extract(s), and in paper 2 with references to the works studied in part 3. Retelling of the plot or content of a work or extract is not expected in any component of the assessment.

Written tasks

At SL students are required to submit one written task, 800–1,000 words in length, exploring an aspect of the material studied in the course. At HL students are required to submit two written tasks, each 800–1,000 words in length.

Guidance and authenticity

The written task(s) submitted for external assessment at SL and at HL must be the student's own work. However, it is not the intention that students should decide upon a title or topic and be left to work on the task without any further support from the teacher. The teacher should play an important role during both

the planning stage and the period when the student is working on the task. It is the responsibility of the teacher to ensure that students are familiar with:

- the requirements of the type of work to be assessed
- the assessment criteria (students should understand that the work submitted for assessment must address these criteria effectively).

The teacher and student must first discuss the task. The teacher should help the student choose a focused and appropriate aspect of the language A: language and literature course that will be included in the task. Students must define the purpose of their task and choose the type of text that best suits their objectives. Students must then decide on the appropriate register and style.

Students should be encouraged to initiate discussions with the teacher in order to obtain advice and information. Students must not be penalized for seeking guidance. However, if a student could not have completed the work without substantial support from the teacher, this should be reported at submission as instructed in the *Handbook of procedures for the Diploma Programme*.

It is the responsibility of teachers to ensure that all students understand the basic meaning and significance of concepts that relate to academic honesty, especially authenticity and intellectual property. Teachers must ensure that all student work for assessment is prepared according to the requirements and must explain clearly to students that the work must be entirely their own.

As part of the learning process, teachers can give advice to students on a first draft of the task. This advice should be in terms of the way in which the work could be improved, but this first draft must not be annotated or edited by the teacher. After making general comments on the first draft, teachers should not provide any further assistance.

All work submitted to the IB for moderation or assessment must be authenticated by a teacher, and must not include any known instances of suspected or confirmed malpractice. Each student must verify that the work is his or her authentic work and constitutes the final version of this work. Once a student has officially submitted the final version of the work to a teacher (or the Diploma Programme coordinator) for assessment it cannot be retracted.

Authenticity may be checked by discussion with the student on the content of the work, and by scrutiny of one or more of the following.

- The student's initial proposal
- The first draft of the written task
- The references cited
- The style of writing compared with work known to be that of the student

The requirement for supervising teachers and students to authenticate the work applies to the work of all students. If either the student or the supervising teacher is unable to authenticate the work, the student will not be eligible for a mark in that component and no grade will be awarded. For further details refer to the IB publication *Academic honesty* and to the relevant articles in the *General regulations: Diploma Programme*.

External assessment details—SL

Paper 1: Textual analysis

Duration: 1 hour 30 minutes
Weighting: 25%

Paper 1 contains two previously unseen passages from non-literary texts for analysis, of which students select one. Students are instructed to write an analysis of one of the texts, including comments on the significance of any possible contexts, audience, purpose and the use of linguistic and literary devices.

In addition, **two** guiding questions are provided, encouraging students to focus their response on aspects of the passage. A passage for analysis may either be a complete piece of writing or visual text, or an extract from a longer piece. The texts for analysis are not necessarily related to specific parts of the syllabus. Different non-literary text types are included, for example:

- advertisement
- opinion column
- extract from an essay
- electronic text (such as social networking sites, blogs)
- brochure (such as a public information leaflet)
- extract from a memoir, diary or other autobiographical text.

Students are required to analyse and comment on the text in the light of their understanding of its possible audience and purpose. In order to achieve this, students need to analyse structure, language and style in addition to aspects such as text type, context, bias and/or ideological position.

There are many acceptable ways of approaching the analysis of a text. Regardless of the approach taken the analysis should be continuous and structured, and should include relevant examples from the text. Rather than simply listing formal aspects, students should focus on how such aspects are used to create particular effects, the recognition of which may contribute to a reading of the passage.

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

Paper 2: Essay

Duration: 1 hour 30 minutes
Weighting: 25%

Paper 2 consists of six questions based on the literary texts studied in part 3 of the language A: language and literature course. Students are required to answer one question only.

The format of paper 2 and the six questions are the same for both SL and HL students. However, there are specific assessment criteria for each level, reflecting different expectations in terms of the complexity and depth of the students' responses.

Students will be expected to respond to questions in a way that shows their understanding of the learning outcomes demanded in part 3 of the course. They are expected to refer to both of the texts they have studied in class, analysing the works in the light of the way in which the contexts of production and reception affect their meaning. The following examples pinpoint some areas of discussion that students need to consider in their classwork while preparing for the assessment.

- How can we explain the continued interest in a particular work in different contexts and at different times?
- What do you think of the assertion that the meaning of a text is fixed and does not change over time?
- If beauty is a relative term, how do one or more of the works you have studied explore this idea?
- How valid is the assertion that literature is a voice for the oppressed?
- To what extent do male and female literary characters accurately reflect the role of men and women in society?
- To what purpose do authors sometimes choose not to follow a chronological sequence of events in their literary works?
- Do works of literary merit both reflect the spirit of the time and challenge it?

These ideas may be used interchangeably with those given at HL.

The paper is assessed according to the assessment criteria published in this guide. The maximum mark for paper 2 is 25.

Written task

Weighting: 20%

A written task demonstrates the student's ability to choose an imaginative way of exploring an aspect of the material studied in the course. It must show a critical engagement with an aspect of a text or a topic.

Students complete at least three written tasks, one of which is submitted for external assessment.

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

Formal requirements

Supervision and teacher assistance

As part of the learning process, teachers can give advice to students on a first draft of the task. This advice should be in terms of the way in which the work could be improved, but this first draft must not be annotated or edited by the teacher. After making general comments on the first draft, teachers should not provide any further assistance.

The content of each task must relate to a different part of the course. Therefore, at least one task must relate to part 1 or part 2, and at least one task must be based on a literary text from part 3 or part 4.

Once students have decided on their area of study and their particular title, they are free to produce any text type that is appropriate to the task. For example, a written task discussing the representation of an aspect of gender from part 1 could be written as a newspaper editorial (see the example in the following table). Another example might be an imagined journal entry from a character in one of the novels studied.

Learning outcomes	Topic(s)	Course section	Text type of task	Title of the task
Political and ideological influence of the media The way mass media use language and image to inform, persuade or entertain	Stereotypes The representation of gender in advertisements for household goods	Part 2	Newspaper editorial	"Mother, Wife, Career Woman and Maid—What is a Woman's Work?" Rationale would identify the newspaper's stance and the way language is used to present an opinion

Note: A formal essay is not an acceptable text type. Students are required to write an essay in paper 2.

The task, not including the rationale, must be 800–1,000 words in length. The rationale should be 200–300 words in length. If the word limits are exceeded, the assessment will be based on the first 1,000 words of the task and on the first 300 words of the rationale.

Rationale

The rationale is not included in the word count (800–1,000 words) for the written task and should be 200–300 words in length. Text titles or topics recorded on the rationale are expected to match those recorded on the coversheet.

In their rationale students must explain:

- how the content of the task is linked to a particular part of the course
- how the task is intended to explore particular aspects of the course
- the nature of the task chosen
- information about audience, purpose and the varying contexts in which the task is set.

The rationale should not only include knowledge about the text or topic studied, but also about the formal conventions of the text type produced and how they relate to the aims of the task.

Practical requirements

Students may include illustrations in support of their work where this is appropriate. These must always be electronically embedded, not separately reproduced and physically attached. Written tasks submitted for assessment must be word processed and the electronic files must not exceed a maximum size, including any images, of 2 MB.

The task must be written in the language A studied.

Students must acknowledge all sources used. Where appropriate—for example, when the task relies on the reader referring to stimulus material such as a key passage in a literary text, or an illustration, in order to understand what the student is attempting to do—the source material must be clearly referenced in a bibliography. These documents may be referred to by the examiner but will not be taken account of in the assessment; nevertheless they are important information for the assessor. In addition, this promotes good academic practice on the part of the student.

The role of the teacher

- Provide guidance to students on the selection of the task, its development and level of challenge.
- Discuss the relationship between the written task and the stimulus material.
- Ensure that the topic is of an appropriate level of challenge and suitable to the length and focus of the task.

Examples of written tasks

The following are examples of possible types of written tasks. These are intended for guidance only and are neither exhaustive nor compulsory.

- A newspaper article in which are shown the dangers of stereotyping particular social groups
- An additional episode that takes place before the beginning of a novel and provides context for the opening sequence
- A letter from one fictional character to another, which reveals a change in the relationship between the two characters
- An opinion column that emphasizes the pervasiveness of advertising and how certain brands are promoted for the purpose of raising company profits

External assessment criteria—SL

Overview

Assessment criteria are used to assess students for all assessment tasks. The assessment criteria are published in this guide. There are different assessment criteria at SL and at HL.

The following is an overview of the external assessment criteria at SL.

Paper 1: Textual analysis

There are four assessment criteria at SL.

Criterion A	Understanding of the text	5 marks
Criterion B	Understanding of the use and effects of stylistic features	5 marks
Criterion C	Organization and development	5 marks
Criterion D	Language	5 marks
	Total	**20 marks**

Paper 2: Essay

There are five assessment criteria at SL.

Criterion A	Knowledge and understanding	5 marks
Criterion B	Response to the question	5 marks
Criterion C	Understanding of the use and effects of stylistic features	5 marks
Criterion D	Organization and development	5 marks
Criterion E	Language	5 marks
	Total	**25 marks**

Written task

There are four assessment criteria at SL.

Criterion A	Rationale	2 marks
Criterion B	Task and content	8 marks
Criterion C	Organization	5 marks
Criterion D	Language and style	5 marks
	Total	**20 marks**

The following descriptors are for examiner use and for teacher and student information.

Paper 1: Textual analysis (SL)

Criterion A: Understanding of the text

- To what extent does the analysis show an understanding of the text, its type and purpose, as well as its possible contexts (for example, cultural, temporal, relation to audience)?
- Are the comments supported by references to the text?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	There is little understanding of the text and context; comments are not supported by references to the text.
2	There is some understanding of the text and context; comments are sometimes supported by references to the text.
3	There is adequate understanding of the text and context; comments are mostly supported by references to the text.
4	There is good understanding of the text and context; comments are consistently supported by references to the text.
5	There is very good understanding of the text and context; perceptive comments are supported by consistently well-chosen references to the text.

Criterion B: Understanding of the use and effects of stylistic features

- To what extent does the analysis show awareness of how the stylistic features of the text, such as language, structure, tone, technique and style, are used to construct meaning?
- To what extent does the analysis show understanding of the effects of stylistic features (including the features of visual texts) on the reader?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	There is little awareness or understanding of the use of stylistic features.
2	There is some awareness and understanding of the use of stylistic features.

Marks	Level descriptor
3	There is adequate awareness of the use of stylistic features, with some understanding of their effects.
4	There is good awareness of the use of stylistic features, with adequate understanding of their effects.
5	There is very good awareness of the use of stylistic features, with good understanding of their effects.

Criterion C: Organization and development

- How well organized and coherent is the analysis?
- How well is the argument of the response developed?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	Little organization is apparent, with reliance on paraphrase and summary rather than analysis.
2	Some organization is apparent; the analysis has some coherence but may contain elements of paraphrase, summary and simple explanation. There is little development of the argument.
3	The analysis is adequately organized in a generally coherent manner. There is some development of the argument.
4	The analysis is well organized and mostly coherent. The argument is adequately developed.
5	The analysis is effectively organized and coherent. The argument is well developed.

Criterion D: Language

- How clear, varied and accurate is the language?
- How appropriate is the choice of register, style and terminology? ("Register" refers, in this context, to the student's use of elements such as vocabulary, tone, sentence structure and terminology appropriate to the task.)

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	Language is rarely clear and appropriate; there are many errors in grammar, vocabulary and sentence construction and little sense of register and style.
2	Language is sometimes clear and carefully chosen; grammar, vocabulary and sentence construction are fairly accurate, although errors and inconsistencies are apparent; the register and style are to some extent appropriate to the task.
3	Language is clear and carefully chosen with an adequate degree of accuracy in grammar, vocabulary and sentence construction despite some lapses; register and style are mostly appropriate to the task.

Marks	Level descriptor
4	Language is clear and carefully chosen, with a good degree of accuracy in grammar, vocabulary and sentence construction; register and style are consistently appropriate to the task.
5	Language is very clear, effective, carefully chosen and precise, with a high degree of accuracy in grammar, vocabulary and sentence construction; register and style are effective and appropriate to the task.

Paper 2: Essay (SL)

Criterion A: Knowledge and understanding

- How much knowledge and understanding of the part 3 works and their context has the student demonstrated in relation to the question answered?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	Little knowledge of the part 3 works is demonstrated.
2	Some knowledge of the part 3 works and their context is demonstrated, but understanding is limited.
3	Knowledge of the part 3 works and the way in which context affects their meaning is adequately demonstrated and shows a general understanding.
4	Knowledge of the part 3 works and the way in which context affects their meaning is substantially demonstrated, and the understanding shown is good.
5	Knowledge of the part 3 works and the way in which context affects their meaning is thoroughly demonstrated, and the understanding shown is very good.

Criterion B: Response to the question

- To what extent is an understanding of the main expectations of the question shown?
- How relevant is the response to these expectations?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	There is little awareness of the main expectations of the question.
2	There is some awareness of the main expectations of the question; the response is mainly unsubstantiated generalization.
3	There is adequate awareness of the main expectations of the question, with a generally relevant response.
4	There is good understanding and awareness of the main expectations of the question, with a mostly relevant response.
5	There is very good understanding and awareness of the expectations of the question, with a consistently relevant response.

Criterion C: Understanding of the use and effects of stylistic features

- To what extent does the essay show awareness of how the writer's choice of the stylistic features in the text (for example, narrative point of view, setting, characterization, structure, style and technique) are used to construct meaning?
- To what extent does the essay show understanding of the effects of stylistic features?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	There is little awareness or illustration of the use of stylistic features.
2	There is some awareness and illustration of stylistic features.
3	There is adequate awareness and illustration of stylistic features, with some understanding of their effects.
4	There is good awareness and illustration of stylistic features, with adequate understanding of their effects.
5	There is very good awareness and illustration of stylistic features, with good understanding of their effects.

Criterion D: Organization and development

- How coherent and effective is the argument of the essay?
- How effective is the formal structure of the essay?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	There is little focus, structure and development.
2	There is some focus, structure and development.
3	There is adequate focus, structure and development.
4	There is good focus, structure and development.
5	There is very good focus, structure and development.

Criterion E: Language

- How clear, varied and accurate is the language?
- How appropriate is the choice of register, style and terminology? ("Register" refers, in this context, to the student's use of elements such as vocabulary, tone, sentence structure and terminology appropriate to the task.)

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	Language is rarely clear and appropriate; there are many errors in grammar, vocabulary and sentence construction and little sense of register and style.
2	Language is sometimes clear and carefully chosen; grammar, vocabulary and sentence construction are fairly accurate, although errors and inconsistencies are apparent; the register and style are to some extent appropriate to the task.
3	Language is clear and carefully chosen with an adequate degree of accuracy in grammar, vocabulary and sentence construction despite some lapses; register and style are mostly appropriate to the task.

Marks	Level descriptor
4	Language is clear and carefully chosen, with a good degree of accuracy in grammar, vocabulary and sentence construction; register and style are consistently appropriate to the task.
5	Language is very clear, effective, carefully chosen and precise, with a high degree of accuracy in grammar, vocabulary and sentence construction; register and style are effective and appropriate to the task.

Written task (SL)

Criterion A: Rationale

- Does the rationale for the written task explain how the task is linked to the aspect of the course being investigated?

Note: The word length for the rationale is 200–300 words. If the word limit is exceeded, 1 mark will be deducted.

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	The rationale shows some explanation and understanding of the aspects being investigated.
2	The rationale shows clear explanation and understanding of the aspects being investigated.

Criterion B: Task and content

- To what extent does the task show understanding of the topic(s) or text(s) to which it refers?
- How appropriate is the content to the task chosen?
- To what extent does the task show understanding of the conventions of the text type chosen?

A formal essay, such as that produced for paper 2, is not an appropriate text type for the written task. Submission of a formal essay will limit the marks available for this criterion.

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	The task shows little understanding of the topic(s) or text(s) to which it refers. The content is generally inappropriate to the task chosen. The task shows little understanding of the conventions of the text type chosen.

Marks	Level descriptor
3–4	The task shows some understanding of the topic(s) or text(s) to which it refers. The content is partially appropriate to the task chosen. The task shows some understanding of the conventions of the text type chosen.
5–6	The task shows an adequate understanding of the topic(s) or text(s) to which it refers. The content is generally appropriate to the task chosen. The task shows an adequate understanding of the conventions of the text type chosen.
7–8	The task shows a good understanding of the topic(s) or text(s) to which it refers. The content is consistently appropriate to the task chosen. The task shows a good understanding of the conventions of the text type chosen.

Criterion C: Organization

- How well organized is the task?
- How coherent is the structure?

Note: The word length for the written task is 800–1,000 words. If the word limit is exceeded, 2 marks will be deducted.

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	Little organization and structure are apparent.
2	Some organization is apparent. The task has some structure, although it is not sustained.
3	The task is organized. The task has some structure, although it is not sustained.
4	The task is organized. The structure is generally coherent.
5	The task is well organized. The structure is coherent.

Criterion D: Language and style

- How effective is the use of language and style?
- How appropriate to the task is the choice of register and style? ("Register" refers, in this context, to the student's use of elements such as vocabulary, tone, sentence structure and idiom appropriate to the task; register is assessed on the task itself.)

Note: A student who writes an appropriate rationale but fails to achieve an appropriate register in the task cannot score more than 3 marks.

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	There is little clarity, with many basic errors; little sense of register and style.
2	There is some clarity, though grammar, spelling and sentence structure are often inaccurate; some sense of register, style and appropriate vocabulary.
3	The use of language and the style are generally clear and effective, though there are some inaccuracies in grammar, spelling and sentence construction; generally appropriate in register, style and vocabulary.
4	The use of language and the style are clear and effective, with a good degree of accuracy; sentence construction and vocabulary are varied, showing a growing maturity of style; the register is appropriate.
5	The use of language and the style are very clear and effective, with a very good degree of accuracy; sentence construction and vocabulary are good; the style is confident and the register effective.

External assessment details—HL

Paper 1: Comparative textual analysis

Duration: 2 hours
Weighting: 25%

Paper 1 contains two pairs of previously unseen texts for comparative analysis. The pairing could include two non-literary texts or one literary and one non-literary text. There will never be two literary texts in a pair. Each pair will be linked in such a way that invites investigation of similarities and differences. Students are instructed to compare and analyse one of the pairs of texts, including comments on the similarities and differences between the texts, the significance of any possible contexts, audience and purpose, and the use of linguistic and literary devices.

A pair may include complete pieces of writing or extracts from longer pieces, or a combination of these. The provenance of all texts will be clearly indicated. One of the two pairs may include one visual text. This could be an image with or without written text. The texts for analysis are not necessarily related to specific parts of the syllabus. The links between texts will be varied and could include theme, genre features or narrative stance. Different text types are included, for example:

- advertisement
- opinion column
- extract from an essay
- electronic text (such as social networking sites, blogs)
- brochure (such as a public information leaflet)
- extract from a memoir, diary or other autobiographical text
- poem
- extract from a screenplay
- extract from a novel or short story

- press photograph
- satirical cartoon.

Students are required to analyse, compare and comment on the texts in the light of their understanding of audience and purpose. In order to achieve this, students need to analyse structure, language and style in addition to aspects such as text type, context, bias and/or ideological position.

The comparative analysis should be continuous and structured, include relevant examples from the texts and be balanced in its comments on the similarities and differences between the texts. Rather than simply listing formal aspects, students should focus on how such aspects are used to create particular effects.

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

Paper 2: Essay

Duration: 2 hours
Weighting: 25%
Paper 2 consists of six questions based on the literary texts studied in part 3 of the language A: language and literature course. Students are required to answer one question only.

The format of paper 2 and the six questions are the same for both SL and HL students. However, there are specific assessment criteria for each level, reflecting different expectations in terms of the complexity and depth of the students' responses.

Students will be expected to respond to questions in a way that shows their understanding of the learning outcomes demanded in part 3 of the course. They are expected to refer to at least two of the texts they have studied in class, analysing the works in the light of the way in which the contexts of production and reception affect their meaning. The following examples pinpoint some areas of discussion that students need to consider in their classwork while preparing for the assessment.

- Which social groups are omitted from a text, and what might this reflect about its production?
- What do you think of the assertion that the meaning of a text is fixed and does not change over time?
- How does a particular term or concept, such as childhood, change in the way it is represented in the texts you have studied?
- How is our critical perspective on literary texts affected by cultural practices?
- To what purpose do authors sometimes choose not to follow a chronological sequence of events in their literary works?
- How valid is the assertion that literature is a voice for the oppressed?
- To what extent is the critical approach taken to the analysis of a text itself influenced by specific cultural practices?

These ideas may be used interchangeably with those given at SL.

The paper is assessed according to the assessment criteria published in this guide. The maximum mark for paper 2 is 25.

Written tasks

Weighting: 20%
A written task demonstrates the student's ability to choose an imaginative way of exploring an aspect of the material studied in the course. It must show a critical engagement with an aspect of a text or a topic.

Students complete at least four written tasks, two of which are submitted for external assessment.

The written tasks are assessed according to the assessment criteria published in this guide. The maximum mark for each written task is 20.

Supervision and teacher assistance
As part of the learning process, teachers can give advice to students on a first draft of the task. This advice should be in terms of the way in which the work could be improved, but this first draft must not be annotated or edited by the teacher. After making general comments on the first draft, teachers should not provide any further assistance.

Formal requirements for tasks 1 and 2

- One of the tasks submitted for external assessment must be a critical response to one of six prescribed questions (task 2).
- One of the tasks submitted for external assessment must be based on a literary text studied in part 3 or part 4 of the course. The other must be based on material studied in part 1 or part 2 of the course.
- Each task must be 800–1,000 words in length; task 1 should be accompanied by a rationale of 200–300 words, while task 2 should be accompanied by an outline. If the word limits are exceeded, the assessment will be based on the first 1,000 words of the task for both tasks 1 and 2, and on the first 300 words of the rationale for task 1.

Formal requirements for task 1

- The content of task 1 must relate to one of the four parts of the course.
- Students are free to choose a text type that is appropriate to the content of the task.
- A rationale must precede task 1.

Note: A formal essay is not an acceptable text type for task 1. Students are required to write an essay in paper 2 and in written task 2.

Rationale

The rationale is not included in the word count (800–1,000 words) for the written task and should be 200–300 words in length.

In their rationale students must explain:

- how the content of the task is linked to a particular part of the course
- how the task is intended to explore particular aspects of the course
- the nature of the task chosen
- information about audience, purpose and the social, cultural or historical context in which the task is set.

The rationale should not only include knowledge about the text or topic studied, but also about the formal conventions of the text type produced and how they relate to the aims of the task.

Practical requirements for task 1

Students may include illustrations in support of their work where this is appropriate. These must always be electronically embedded, not separately reproduced and physically attached. Written tasks submitted for assessment must be word processed and the electronic files must not exceed a maximum size, including any images, of 2 MB.

The task must be written in the language A studied.

Students must acknowledge all sources used. Where appropriate—for example, when the task relies on the reader referring to stimulus material such as a key passage in a literary text, or an illustration, in order to understand what the student is attempting to do—the source material must be clearly referenced in a bibliography. These sources may be referred to by the examiner but will not be taken account of in the assessment; nevertheless they are important information for the assessor. In addition, this promotes good academic practice on the part of the student.

The role of the teacher

- Provide guidance to students on the selection of the task, its development and level of challenge.
- Discuss the relationship between the written task and the stimulus material.
- Ensure that the topic is of an appropriate level of challenge and suitable to the length and focus of the task.

Examples of task 1

The following are examples of possible written tasks. These are intended for guidance only and are neither exhaustive nor compulsory.

- A short story exploring a minor character's view of the main action of a literary text
- A public information document explaining the effects of new legislation on a community
- A diary entry in which a character from a work of fiction reveals his or her true feelings about another character or any aspects of the action of a literary text
- An episode from a literary text rewritten to place the action in another setting
- An opinion column that emphasizes the pervasiveness of female stereotyping in advertising and how these stereotypes are promoted for the purpose of raising company profits

Aims of task 2

Task 2 takes the form of a critical response and is a requirement of the HL course only. The aims of task 2 are:

- to consider in greater detail the material studied in the four parts of the language A: language and literature course
- to reflect and question in greater depth the values, beliefs and attitudes that are implied in the texts studied
- to encourage students to view texts in a number of ways
- to enable students to give an individual response to the way in which texts can be understood in the light of the prescribed questions.

Formal requirements for task 2

There are two prescribed questions for each of the areas of study listed below. Task 2 is a critical response to **one** of these six questions. The prescribed questions are designed to be as open as possible and are intended to highlight broad areas within which students can explore and develop their responses to the texts. The prescribed questions remain the same from session to session. See the section "Task 2—questions" in this guide.

The critical response is based on material studied in the course. This material could be a longer work such as a novel or a group of poems. It could also be a shorter text or texts such as a newspaper article or a sports blog. A rationale is **not** included with task 2. Instead, students are expected to complete an outline. This outline is submitted with the task for external assessment.

This outline must be completed in class time and must include:

- the prescribed question that has been chosen
- the title of the text(s) for analysis
- the part of the course to which the task refers
- three or four key points that explain the particular focus of the task.

Where appropriate, task 2 must reference, in a bibliography, the relevant support documentation such as the newspaper article or magazine advertisement on which it is based.

Where a complete shorter text is chosen (for example, a newspaper article or an advertisement from a magazine) students may refer to other texts to support their response.

The critical response is in the style of a formal essay and must be clearly structured with an introduction, clearly developed ideas or arguments and a conclusion.

Practical requirements for task 2

In addition to these noted for task 1, students are required to:

- include, where appropriate, bibliographic reference to the text(s) on which the critical response is based when submitting the assessed work.

Areas of study for task 2

In preparation for task 2, students must address one of the following areas of study, which correspond to the topics and material studied in the four parts of the course.

Reader, culture and text

Students are encouraged to consider that a text's meaning is determined by the reader and by the cultural context. The interpretation of a text is dependent on various factors, including:

- the reader and producer's cultural identity or identities
- age
- gender
- social status
- the historical and cultural settings of the text and its production
- aspects of language and translation.

Power and privilege

Students are encouraged to consider how and why social groups are represented in texts in particular ways. In addition, consideration may be given to who is excluded from or marginalized in a text, or whose views are silenced. Social groups could include:

- women
- adolescents
- senior citizens
- children
- immigrants
- ethnic minorities
- professions.

Text and genre

Students are encouraged to consider the genre in which a text is placed. Certain textual features belong to a particular genre and can be identified by a particular reader or audience. Writers make use of, or deviate from, particular conventions of genre in order to achieve particular effects. Students may also explore how texts borrow from other texts, and how texts can be re-imagined or reconstructed.

Examples of conventions of genre include:

- structure
- storyline
- characterization
- stylistic devices
- tone, mood and atmosphere
- register
- visual images and layout.

The following table gives examples of a possible range of tasks that could be selected for the four HL written tasks. This shows the wide range of ideas and texts that can be explored in a number of varied ways.

Written task and syllabus section	Possible title and description	Learning outcomes
Task 1, part 3 Submitted for assessment	"From a Doll's House to a Wasteland?", adding a scene to *A Doll's House*, exploring the consequences of Nora's decision to leave	Changing historical, cultural and social contexts in which texts are written and received Attitudes and values expressed by texts
Task 2, part 1	"The Climate Change Debate", writing two pieces—one in the style of a left-of-centre ecology magazine, the other a right-wing political magazine. In the outline, explaining how language and argument are used differently	How audience and purpose affect the structure and content of texts How language and meaning are shaped by culture and context
Task 3, parts 3 and 4	"Another Life", exploring aspects of a character in a literary text	Explore literary works in detail Attitudes and values expressed by texts Analyse theme and moral values in a text

Written task and syllabus section	Possible title and description	Learning outcomes
Task 4, parts 1 and 2 Submitted for assessment	Task 2, question 1: Reader, culture and text	How language and meaning are shaped by culture and context How audience and purpose affect the structure and content of texts How mass media use language to inform and persuade Political and ideological influence of the media

Task 2—questions

Note: Literary texts used can be any of the texts studied in the course and may be from the prescribed literature in translation (PLT) list.

Reader, culture and text

1. How could the text be read and interpreted differently by two different readers?

The following are examples of texts that may be studied for student responses to question 1.

- The study and analysis of possible readings of the final pages of part 1 of the novel *The Outsider* by a French and Algerian reader at the time of the Algerian war of independence
- The study and analysis of possible readings of an extract from the screenplay of *La Grande Illusion* by a French public in the early 1930s and late 1930s
- The study and analysis of a political speech by a world leader that excludes references to certain groups or issues (those excluded will read the speech differently)
- The study and analysis of different views of an article on obesity (this article may be viewed differently by someone from a country with problems of poverty and famine and by someone from a wealthy consumer society)

2. If the text had been written in a different time or place or language or for a different audience, how and why might it differ?

The following are examples of texts that may be studied for student responses to question 2.

- An article from a newspaper and how it would be written in a different newspaper
- A comic book or graphic novel for teenagers in the 1950s rewritten for teenagers in the 21st century
- The study and analysis of a literary work on the theme of prejudice that highlights different assumptions about race, religion, and so on
- The study and analysis of an article about social class from a country that has a very hierarchical class structure (the significance of language that identifies class distinctions is of primary focus)

Power and privilege

1. How and why is a social group represented in a particular way?

The following are examples of texts that may be studied for student responses to question 1.

- The study and analysis of an article in which an urban tribe is represented in a negative way
- The representation of social groups in the novel *The Yacoubian Building* by Alaa al Aswany

2. Which social groups are marginalized, excluded or silenced within the text?

The following are examples of texts that may be studied for student responses to question 2.

- Chinese fiction in which the figure of the intellectual is either revered or condemned
- Representations of the Roma in the contemporary popular press

Text and genre

1. How does the text conform to, or deviate from, the conventions of a particular genre, and for what purpose?

The following are examples of texts that may be studied for student responses to question 1.

- The study and analysis of an author's reworking of fairy tales
- The study and analysis of a novel that uses dramatic dialogue, poetry, letters, accounts of journeys
- The study and analysis of media texts with a particular format, style and register

2. How has the text borrowed from other texts, and with what effects?

The following are examples of texts that may be studied for student responses to question 2.

- The study and analysis of how a particular character from a work of fiction is re-imagined in a song lyric
- The study and analysis of religious imagery and references in political speeches
- The study and analysis of one of the stories from Borges's *Ficciones*
- The study and analysis of the use of the courtly love tradition in *Romeo and Juliet*

External assessment criteria—HL

Overview

Assessment criteria are used to assess students for all assessment tasks. The assessment criteria are published in this guide. There are different assessment criteria at SL and at HL.

The following is an overview of the external assessment criteria at HL.

Paper 1: Comparative textual analysis

There are four assessment criteria for HL.

Criterion A	Understanding and comparison of the texts	5 marks
Criterion B	Understanding of the use and effects of stylistic features	5 marks
Criterion C	Organization and development	5 marks
Criterion D	Language	5 marks
	Total	**20 marks**

Paper 2: Essay

There are five assessment criteria for HL.

Criterion A	Knowledge and understanding	5 marks
Criterion B	Response to the question	5 marks
Criterion C	Understanding of the use and effects of stylistic features	5 marks
Criterion D	Organization and development	5 marks
Criterion E	Language	5 marks
	Total	**25 marks**

Written task 1

There are four assessment criteria for HL.

Criterion A	Rationale	2 marks
Criterion B	Task and content	8 marks
Criterion C	Organization	5 marks
Criterion D	Language and style	5 marks
	Total	**20 marks**

Written task 2

There are four assessment criteria for HL.

Criterion A	Outline	2 marks
Criterion B	Response to the question	8 marks
Criterion C	Organization and argument	5 marks
Criterion D	Language and style	5 marks
	Total	**20 marks**

The following descriptors are for examiner use and for teacher and student information.

The individual oral commentary must not be conducted in a group setting.

Time allocation

Internal assessment is an integral part of the language A: language and literature course, contributing 30% to the final assessment in the SL and the HL courses. This weighting should be reflected in the time that is allocated to teaching the knowledge, skills and understanding required to undertake the work, as well as the total time allocated to carry out the work.

During the two-year course consideration should be given to:

- time for the teacher to explain to students the requirements of the internal assessment
- class time for students to work on the internal assessment component
- time for consultation between the teacher and each student
- time to review and monitor progress.

Using assessment criteria for internal assessment

For internal assessment, a number of assessment criteria have been identified. Each assessment criterion has level descriptors describing specific achievement levels, together with an appropriate range of marks. The level descriptors concentrate on positive achievement, although for the lower levels failure to achieve may be included in the description.

Teachers must judge the internally assessed work at SL and at HL against the criteria using the level descriptors.

- The same criteria are provided for SL and HL.
- The aim is to find, for each criterion, the descriptor that conveys most accurately the level attained by the student, using the best-fit model. A best-fit approach means that compensation should be made when a piece of work matches different aspec

- A student who attains a high achievement level in relation to one criterion will not necessarily attain high achievement levels in relation to the other criteria. Similarly, a student who attains a low achievement level for one criterion will not necessarily attain low achievement levels for the other criteria. Teachers should not assume that the overall assessment of the students will produce any particular distribution of marks.
- It is recommended that the assessment criteria be made available to students.

Internal assessment details—SL and HL

Individual oral commentary

Weighting: 15%

Students are required to engage in a critical examination of a particular extract drawn from a work that has been studied in part 4 of the language A: language and literature course. The individual oral commentary allows students to analyse the relationship between formal elements and meaning in a particular literary text.

The nature and emphasis of the commentary requires students to undertake a literary analysis of the extract chosen. In all cases, the student should aim to explore significant aspects of the extract, showing knowledge and understanding of the extract and its use and effects of literary features.

A recording of the individual oral commentary is sent to the IB for external moderation. The maximum mark for the commentary is 30.

Choice of extract

The teacher is entirely responsible for the choice of extract. Students must not be allowed to choose the extract itself nor the work from which it is taken. For a group of students, SL or HL, texts must be taken from all the works studied in part 4. Students must not know in advance on which text they will be asked to comment.

The text for commentary should not exceed 40 lines. It must be rich in detail to allow for a thorough examination that can be assessed using the criteria.

In the case of poetry, teachers should choose a single complete poem or a substantial extract from a long poem. The poem chosen should be of comparable difficulty to those selected from works of other genres.

Requirements

The individual oral commentary should last 15 minutes.

The preparation time is a maximum of 20 minutes.

The individual oral commentary should not be done until all works in part 4 have been studied. Students should be given adequate notice of when the commentary is to take place and should be informed of the practical arrangements.

Recordings of the individual oral commentary are required for the purposes of external moderation. Procedures for the despatch of the recordings are provided each year in the *Handbook of procedures for the Diploma Programme*.

Number of extracts

The number of different extracts to be selected for the individual oral commentary will depend on the number of students in the class. The ideal is for each student to draw a different extract from other students in the class, and also for extracts to have been selected from the full complement of part 4 works studied by

the class. The acceptable minimum number of different extracts to use in relation to the number of students in the class is as follows.

Number of students	Number of extracts required
1–5	1 per student
6–10	6
11–15	7
16–20	8
21–25	9
26–30	10

Preparation time

Students should be given a copy of the extract without any annotations or notes. The purpose of the preparation time is to enable students to consider all aspects of the text and to organize their commentary.

Each student must prepare the individual oral commentary under supervision in a separate room. Students should make brief notes for reference, but must not read them as a prepared speech. During the preparation time students should have with them only the text, the guiding questions and writing materials.

Guiding questions

In addition to the text for commentary, students should be given a copy of two guiding questions at the beginning of the preparation time. These questions should not be numbered.

Teachers should aim to set one guiding question on what is happening or being discussed in the text, and one question on the language used. The questions should:

- offer a possible starting point for the commentary
- relate to one of the most significant aspects of the text
- refer to general details only, not to specific details in a particular line of the text
- allow the student to explore independently all significant issues dealt with in the text
- encourage the student to focus on interpretation of the text.

Some examples of guiding questions are provided below. These questions, however, should not be chosen at random. There should be a clear relationship between the questions and the text.

- How does the structure correspond to the overall meaning of the text?
- What elements of style are used to convey ideas, attitudes and feelings?
- How does the narrator's point of view influence the reader's understanding of the text?
- What type of audience is this text aimed at?
- What does this text tell us about the relationship between X and Y?
- What is the main theme or idea in this text, and how has it been developed?
- What atmosphere is the writer trying to create in the text?

The commentary

Students are expected to demonstrate their ability to communicate in a sustained and organized manner. The commentary should not be a series of unconnected points concerning the text.

Students are expected to use a register appropriate to the commentary.

During the commentary students must focus only on the text. If the text is an extract from a novel, for example, the relationship to the whole text or other works by the writer should be mentioned only when relevant.

Students should not use this activity as an opportunity to discuss everything they know about the larger text. They are encouraged to integrate responses to the guiding questions into the commentary.

The teacher should allow students to analyse the text without interruption. The teacher should act as no more than a sympathetic listener, and should not attempt to rearrange the commentary. The teacher should only intervene if students need positive encouragement, are finding it difficult to continue, or fail to comment on the text.

The commentary should last for approximately 10 minutes.

Discussion and subsequent questioning

Approximately five minutes should normally be allocated for this discussion.

When the student has completed the commentary, the teacher is expected to engage in a discussion with the student. This discussion will give the student the opportunity to expand on particular statements made during the commentary.

In the case of less confident students, teachers must draw them out on the original guiding questions to give them the opportunity to improve or expand on doubtful statements.

Teachers must be satisfied that students have understood specific details as well as appreciated their importance within the extract.

Teachers must be satisfied that students understand the significance of the text within the whole work or, in the case of a complete poem, the relationship between the poem and others studied.

Detailed procedures for this task are in the *Handbook of procedures for the Diploma Programme*.

Further oral activity

Weighting: 15%

The further oral activities are intended to address the relationship between language, meaning and context.

Students are required to engage in at least two further oral activities, one based on part 1 and one on part 2 of the course. The mark of the best activity is submitted for final assessment; the marks of the other activities must be recorded and kept by the school.

These activities are an opportunity to explore some of the topics and learning outcomes in parts 1 and 2 of the course. Underpinning these is the issue of intercultural understanding. Through the examination of the cultural context of a text, including the way and the medium through which it is communicated, students will be able to engage with the process of intercultural understanding and thereby reflect on their own cultural practices. A wide variety of activities can be undertaken and these may be individual presentations or interactive in nature, integrating both listening and speaking skills. Students are expected to choose their activity in consultation with the teacher and link it to one (or more) specific learning outcome(s).

Following the completion of the activity students are required to complete a reflective statement on the oral, commenting on their performance and the progress they made in achieving the aims they had set

themselves. This must be retained by the school and may be required by the IB's assessment operations department.

There must be a clear link between the activity and the texts that have been studied in a particular part of the course.

A recording is not required or sent for external moderation. The maximum mark for the assessed further oral activity is 30.

Examples of further oral activities

The following is a list of possible activities. This list is neither exhaustive nor compulsory.

Structured group discussion

- Discussion arising from materials prepared by a small group of students, for example, identifying the social, cultural and economic position taken by a particular text
- Class discussion where two or three students have been given special responsibilities (advance preparation, particular topics, a short report, a provocative position)—the whole class may participate, but only those two or three students should be assessed independently
- The presentation of material lending itself to discussion within the class, for example, the offering of two opposing readings of a text
- Formal debate

Role play

- A dialogue between two public figures with a follow-up discussion highlighting the way meaning is constructed
- A public figure interviewed by the student as him/herself, or in another role (for example, a fellow politician)
- Advertising or public relations figures using language in a meeting to shape the view of a product, brand or public figure

Dramatic presentation

- Writing and performing a scene concerning an issue encountered in the study of part 1 or part 2 of the course
- Re-enacting a particular cultural or historical moment with a different focus or interpretation in mind

Oral presentation

- A formal speech based on an aspect studied in part 1 or part 2 of the course
- A report related to an aspect of part 1 or part 2 of the course, for example, comparing two newspaper articles on the same topic and identifying the stance taken by the newspapers
- An introduction to a particular topic, for example, the social and cultural contexts of a text
- The examination of a particular interpretation of a text or event
- The setting of a particular writer's text against another body of material, for example, details on social background or political views
- A commentary on the use of a particular image, idea or symbol in a text or texts studied
- A comparison of two texts in part 1 or part 2 of the course
- An account of a student's developing response to a text
- A presentation on image as text
- A presentation highlighting the codes used in a particular visual text

Internal assessment criteria—SL and HL

Overview

Individual oral commentary

There are four assessment criteria at SL and at HL.

Criterion A	Knowledge and understanding of the text or extract	10 marks
Criterion B	Understanding of the use and effects of literary features	10 marks
Criterion C	Organization	5 marks
Criterion D	Language	5 marks
	Total	**30 marks**

Further oral activity

There are four assessment criteria at SL and at HL.

Criterion A	Knowledge and understanding of the text(s) and subject matter or extract	10 marks
Criterion B	Understanding of how language is used	10 marks
Criterion C	Organization	5 marks
Criterion D	Language	5 marks
	Total	**30 marks**

The following descriptors are for examiner use and teacher and student information.

Individual oral commentary (SL/HL)

Criterion A: Knowledge and understanding of the text or extract

- To what extent does the commentary show knowledge and understanding of the text?
- Are the comments supported by well-chosen references to the text?

Note: The extract chosen for the commentary MUST be from a work selected from the relevant prescribed list of authors (PLA). If not, the maximum mark for this criterion will be reduced to 6.

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	The commentary shows limited knowledge and little or no understanding of the text; comments are rarely supported by references to the text.
3–4	The commentary shows superficial knowledge and understanding of the text; comments are occasionally supported by references to the text.

Marks	Level descriptor
5–6	The commentary shows adequate knowledge and understanding of the text; comments are generally supported by references to the text.
7–8	The commentary shows a very good knowledge and understanding of the text; comments are supported by well-chosen references to the text.
9–10	The commentary shows excellent knowledge and understanding of the text; comments are effectively supported by well-chosen references to the text.

Criterion B: Understanding of the use and effects of literary features

- To what extent does the commentary show an awareness of how the literary features in the text (for example, structure, technique and style) are used to construct meaning?
- To what extent does the commentary show understanding of the effects of literary features?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	There is little awareness of the use of literary features and little or no illustration of their effects on the reader.
3–4	There is some awareness of the use of literary features, with few references illustrating their effects on the reader.
5–6	There is adequate awareness and illustration of the use of literary features, with understanding of their effects on the reader.
7–8	There is good awareness and illustration of the use of literary features, with detailed understanding of their effects on the reader.
9–10	There is excellent awareness and illustration of the use of literary features, with very good understanding of their effects on the reader.

Criterion C: Organization

- How well organized is the commentary?
- How coherent is the structure?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	Little organization is apparent; the commentary has little structure.
2	Some organization is apparent; the commentary has some structure.
3	The commentary is adequately organized; the structure is generally coherent.
4	The commentary is well organized; the structure is mostly coherent.
5	The commentary is very effectively organized; the structure is coherent and effective.

Criterion D: Language

- How clear, varied and accurate is the language?
- How appropriate is the choice of register and style? ("Register" refers, in this context, to the student's use of elements such as vocabulary, tone, sentence structure and terminology appropriate to the commentary.)

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	The language is rarely clear and appropriate, with many errors in grammar and sentence construction and little sense of register and style.
2	The language is sometimes clear and appropriate; grammar and sentence construction are generally accurate, although errors and inconsistencies are apparent; register and style are to some extent appropriate to the commentary.
3	The language is mostly clear and appropriate, with an adequate degree of accuracy in grammar and sentence construction; the register and style are mostly appropriate to the commentary.
4	The language is clear and appropriate, with a good degree of accuracy in grammar and sentence construction; register and style are effective and appropriate to the commentary.
5	The language is very clear and entirely appropriate, with a high degree of accuracy in grammar and sentence construction; the register and style are consistently effective and appropriate to the commentary.

Further oral activity (SL/HL)

Criterion A: Knowledge and understanding of the text(s) and subject matter or extract

- To what extent does the activity show knowledge and understanding of the text(s) and subject chosen for the oral activity?
- Has the student shown awareness and understanding of the meaning of the text(s) in relation to the subject?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	The activity shows limited knowledge and little or no understanding of the text(s) and the subject chosen.
3–4	The activity shows some knowledge and understanding of the text(s) and some awareness of the significance of the text(s) in relation to the subject chosen.
5–6	The activity shows adequate knowledge and understanding of the text(s) and awareness of the significance of the text(s) in relation to the subject chosen.
7–8	The activity shows good knowledge and understanding of the text(s) and good awareness of the significance of the text(s) in relation to the subject chosen.
9–10	The activity shows excellent knowledge and understanding of the text(s) and excellent awareness of the significance of the text(s) in relation to the subject chosen.

Criterion B: Understanding of how language is used

- To what extent does the activity show understanding of the way language is used to create meaning?
- Has the student shown an appreciation of how language and style is used to particular effect in the text?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	The work shows a superficial understanding of the way language is used to create meaning; there is little appreciation of the use of language and style.
3–4	The work shows some understanding of the way language is used to create meaning; there is some appreciation of the use of language and style.
5–6	The work shows an adequate understanding of the way language is used to create meaning and adequate appreciation of the use of language and style.
7–8	The work shows a good understanding of the way language is used to create meaning and good appreciation of the use of language and style.
9–10	The work shows an excellent understanding of the way language is used to create meaning. The appreciation of the use of language and style is thorough and detailed.

Criterion C: Organization

- How well organized is the oral activity?
- How coherent is the structure?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	Little organization is apparent; the oral activity has little structure.
2	Some organization is apparent; the oral activity has some structure.
3	The oral activity is organized; the structure is generally coherent.
4	The oral activity is well organized; the structure is mostly coherent.
5	The oral activity is effectively organized; the structure is coherent and effective.

Criterion D: Language

- How clear, varied and accurate is the language?
- How appropriate is the choice of register and style? ("Register" refers, in this context, to the student's use of elements such as vocabulary, tone, sentence structure and idiom appropriate to the further oral activity.)

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	The language is rarely clear and appropriate, with many errors in grammar and sentence construction and little sense of register and style.

Marks	Level descriptor
2	The language is sometimes clear and appropriate; grammar and sentence construction are generally accurate, although errors and inconsistencies are apparent; register and style are to some extent appropriate to the oral activity.
3	The language is mostly clear and appropriate, with an adequate degree of accuracy in grammar and sentence construction; the register and style are mostly appropriate to the oral activity.
4	The language is clear and appropriate, with a good degree of accuracy in grammar and sentence construction; register and style are effective and appropriate to the oral activity.
5	The language is very clear and entirely appropriate, with a high degree of accuracy in grammar and sentence construction; the register and style are consistently effective and appropriate to the oral activity.

Glossary of command terms

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.