

# Constructing a Course

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## General points to consider:

1. The demands imposed by the Language & Literature syllabus
2. The demands imposed by external and internal assessment
3. The nature of your student body
4. The time frame in which you work
5. Accessibility of materials
6. That the completed course is balanced in terms of topics, genre types, places and times
7. That close analysis of text types is offered throughout the course
8. That the relation of contexts to meaning is carefully explored

Teachers are free to construct and arrange their course as they choose, but they must keep in mind all the components of each of the four parts.

## Step 1: Choosing works for Part 1 (“Language in cultural context”)

In considering approaches to Part 1 it is important to remember that students need to be exposed to a wide variety of text types, and that the study of those types should lead students **to analyse how audience and purpose affect the structure and content of texts, to analyse the impact of language changes, and to analyse how language and meaning are shaped by culture and context.**

You are free to choose texts from any sources, genres, and media. Works of literature can be used in Parts 1 and 2, but they should be shorter in nature and not serve as a major focus of the study. Holding together your choice of texts should be topics suggested in the Language A: Language and Literature guide, p. 18.

Remember that students' work in this part of the course will be assessed by a Further Oral Activity and, at HL, a Written task. For SL there is to be at least one Written task for Parts 1 and 2 and one for Parts 3 and 4, but there should be three Written tasks completed in total. This section of the course is also essential for preparing students for their task in Paper 1.

## **Step 2: Choosing works for Part 2 (“Language and mass communication”)**

In considering approaches to Part 2, remember that it is important to offer a wide coverage of how language is used in the media: newspapers, magazines, radio, television, film, internet and mobile telephony. By examining different forms of communication within the media (advertising, news coverage, opinion, blogs, etc.) students should become aware of the potential for media to have educational, political, or ideological influence and come to understand the way mass media use language and image to inform, persuade, and entertain.

Be sure to examine the suggestions of points to include and topics to explore in the Language A: Language and Literature guide, p.19. Students will be assessed by a Further Oral Activity and, at HL, a Written Task. For SL

there should be at least one Written task for Parts 1 and 2 and one for Parts 3 and 4, but three total. This section of the course is essential for preparing students for their task in Paper 1.

### **Step 3: Choosing works for Part 3 (“Literature—texts and contexts”)**

The focus of the syllabus now shifts to literature. While you can keep your focus solely on literature, it might be useful, perhaps, to integrate other text types into your study of the literature, particularly as the students will be considering the various text types to establish contexts for their works. (You may, of course, choose not to teach the course part by part but to mix and integrate the various parts as you choose.)

As you work to construct Part 3 you will need to refer closely to the requirements in the Guide.

- At SL you will need to choose **2 works**, one from the PLT and one from the PLA, or chosen freely--and which may be in translation.
- At HL you will need to choose **3 works**, one from the PLT, one from the PLA and one chosen freely--and which may be in translation.

**[Note that in the syllabus overall (Parts 3 and 4) the texts must cover at least two literary genres, two periods, and, where appropriate, two places as defined in the PLA for the language A]** Works chosen freely at SL or HL must be of literary quality and of an appropriate challenge and complexity.

The assessment for Part 3 is **Paper 2** and a Written task, except perhaps at SL where one task can be omitted. In

Paper 2 candidates are to choose 1 out of six questions and respond, using their works from Part 3. HL students must use at least two Part 3 works, and SL students must use both Part 3 works. Students are expected to have knowledge and understanding of both their works, the **contexts** of those works, and the use and effect of **stylistic features** in those works. Students should also understand the attitudes and values expressed by the literary texts and their impact on readers. Paper 2 will be the same for SL and HL, but the length of time for the exam and the criteria are different.

#### **Step 4: Choosing works for Part 4 (“Literature—critical study”)**

In the final portion of the syllabus, students are expected to explore their literary works in great detail. Close reading should help students to develop awareness of the complexities and the intricacies of the construction of the texts, to analyse elements such as theme and the ethical stance or moral values of their texts, and to understand and make appropriate use of literary terms.

- At SL you need to choose **two texts** from the PLA.
- At HL you need to choose **three texts** from the PLA.

Part 4 is assessed by the Individual oral commentary and by the Written task, except perhaps at SL where one Written task may be omitted. **[Note that at some point toward the end of the course, the HL candidates must complete a written task that is described as "Task 2" in the Guide, p. 42. In this task candidates must offer a critical response to ONE of the prescribed questions covering the various topics considered in the course: Reader,**

**culture and text; Power and privilege; Text and genre. Unlike the other Written Tasks, which are creative in nature and require a rationale, this task is a formal essay.]**

The Individual Oral Commentary will be given on an extract from one of the works studied in Part 4. All Part 4 works must have been studied before the commentary can be given. This assessment must be recorded for external moderation. Teachers are responsible for selecting the extracts and providing two guiding questions. The candidate's commentary should be approximately 10 minutes in length, followed by 5 minutes of subsequent questioning. The total length of time for the commentary is 20 minutes for preparation and 15 minutes for commentary and questions.