

Summary

1. Intro to IB

Subject	Year	Start date	Duration
English	IB1	Week 1, September	2 weeks

Course Part

Individual Oral and Paper 1

Description

In this unit you will be introduced to the skills you need for IB

Curriculum

Aims

- Engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures
- Develop skills in listening, speaking, reading, writing, viewing, presenting and performing
- Develop skills in interpretation, analysis and evaluation
- Develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings
- Develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues and an appreciation of how they contribute to diverse responses and open up multiple meanings
- Develop an understanding of the relationships between studies in language and literature and other disciplines
- Communicate and collaborate in a confident and creative way
- Foster a lifelong interest in and enjoyment of language and literature.

Objectives

Know, understand and interpret:

- A range of texts, works and/or performances, and their meanings and implications
- Contexts in which texts are written and/or received
- Elements of literary, stylistic, rhetorical, visual and/or performance craft
- Features of particular text types and literary forms.

Analyse and evaluate:

- Ways in which the use of language creates meaning
- Uses and effects of literary, stylistic, rhetorical, visual or theatrical techniques

Relationships among different texts

Ways in which texts may offer perspectives on human concerns.

Communicate

Ideas in clear, logical and persuasive ways

In a range of styles, registers and for a variety of purposes and situations

Syllabus Content

Area of exploration—readers, writers and texts

Non-literary texts are chosen from a variety of sources and media to represent as wide a range of text types as possible, and works are chosen from a variety of literary forms. The study of the non-literary texts and works focuses on the nature of language and communication and the nature of literature and its study. This study includes the investigation of how texts themselves operate as well as the contexts and complexities of production and reception. Focus is on the development of personal and critical responses to the particulars of communication.

This area introduces students to the nature of language and literature and its study. The investigation undertaken involves close attention to the details of texts in a variety of types and literary forms so that students learn about the choices made by creators and the ways in which meaning is communicated through words, image, and sound. At the same time, study will focus on the role receivers play in generating meaning as students move from personal response to understanding and interpretation influenced by the classroom community. Students will learn to understand the creativity of language, the relationship between language and thought and the aesthetic nature of literature. Students will see that texts are powerful means to express individual thoughts and feelings, and that their own perspectives as experienced users of language are integral to the effect and success of a communicative act.

Study in this area should be structured to allow students to become more confident in their ability to recognize key textual and rhetorical features and how they create or affect meaning. Non-literary texts and literary works can be chosen that lend themselves to close reading and give students a sense of stylistic, rhetorical and literary elements across a variety of text types and literary forms. The aim is not to enumerate or define various features and study will move beyond the identification of elements or the consideration of individual effects to see the complex constructed nature of texts. While conducting detailed study, learning activities can be structured to introduce students to the ways in which linguistic and literary professionals attend to communicative acts and their concerns. Student writing and response can involve moving between personal and academic response or between the creative and the expository.

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

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

Possible links to TOK

Links to TOK in this area revolve around the question of what kind of knowledge can be constructed from a text, how

that knowledge is constructed and the extent to which the meaning of a text can be considered to be fixed. Examples of links to TOK include:

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

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

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

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

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

Developing IB Learners

Learner Profile



Inquirers



Knowledgeable



Thinkers



Communicators



Principled



Open-minded



Caring



Risk-takers (Courageous)



Balanced



Reflective