

Summary

4. War

Subject	Year	Start date	Duration
English	IB1, IB2	Week 1, January	6 weeks

Course Part

Individual Oral and Paper 1 (For HL students, the HL essay)

Description

During this unit you will learn about war as a global issue. In addition, you will specialise in a non-literary body of work which be the war photographs of Don McCullin. Your literary body of work will be the war poems of Wilfred Owen. In addition you will specialise in different text types for Paper 1.

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

ATL Skills

Approaches to Learning

Thinking

- In this unit, we will

ask students to formulate a reasoned argument to support their opinion or conclusion

give students time to think through their answers before asking them for a response

reward a new personal understanding, solution or approach to an issue

ask open questions

set students a task which required higher-order thinking skills (such as analysis or evaluation)

build on a specific prior task

help students to make their thinking more visible (for example, by using a strategy such as a thinking routine)

require students to take an unfamiliar viewpoint into account when formulating arguments

ask questions that required the use of knowledge from a different subject from the one you are teaching

include a reflection activity

make a link to TOK



Communication

- In this unit, we will

- ask students to explain their understanding of a text or idea to each other
- construct a task around the use of different vocabulary and examples when speaking to different audiences
- have students give an oral presentation without reading from their notes
- ask students to monitor and check the quality of their writing
- construct a task so that students practise their listening skills
- assess or give feedback on speaking or writing concisely
- provide opportunities for students to read and understand different types of texts
- encourage or require students to plan a response before they begin
- ask students to formulate arguments clearly and coherently
- encourage all students to contribute to discussions



Self-management

- In this unit, we will

- set deadlines for students to meet
- require students to revise and improve on work previously submitted
- ask students to set their own learning goals
- ask students to break down a larger task into specific steps
- ask students to look for personal relevance in the subject matter
- practise or discuss strategies to increase concentration
- give students feedback on their approach to a task
- model positive skills and behaviours such as being well organized and punctual
- help students to learn from failures or mistakes
- create an atmosphere where students do not think they have to get everything right first time
- discuss planning and approaches to revision



Research

- In this unit, we will

- require students to formulate/construct a focused research question (either in class or in a homework assignment)
- reward or encourage correct citing and referencing
- assign a task that required students to use the library
- require students to practise effective online search skills (for example, use of Booleans and search limiters)
- provide opportunities for students to reflect on how they determine the quality of a source, or analyse contradictory sources
- require students to record their search for sources in steps (types of search engines, search terms, and so on)
- give students advice on (or provide an opportunity for students to practise) narrowing the scope of a task to make it more manageable
- discuss or model the importance of academic honesty and clear acknowledgment of sources



Developing IB Learners

☆ Learner Profile



Inquirers



Thinkers



Communicators



Open-minded



Risk-takers (Courageous)



Balanced



Reflective



Assessment

F Formative assessment

MAY


War - Paper 1

14

Formative

Examination Paper

🕒 Friday at 3:45 PM

 Assessment criteria

SL Criteria

External assessment

Paper 1: Guided textual analysis

A: Understanding and interpretation

B: Analysis and evaluation

C: Focus and organization

D: Language

Internal assessment

Individual oral

A: Knowledge, understanding and interpretation

B: Analysis and evaluation

C: Focus and organization

D: Language

HL Criteria

External assessment

Paper 1: Guided textual analysis

A: Understanding and interpretation

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Internal assessment

Individual oral

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