

Summary

7. HL Essay Current

2 of 20
weeks

Subject	Year	Start date	Duration
English	IB1, IB2	Week 2, May	20 weeks

Course Part

HL Essay

Description

In this unit you will read a range of texts which could be used for your HL essay. You will submit a proposal, a first draft and a final draft.

Curriculum

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?

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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?



Assessment

Summative assessment

MAY

HL Essay - First Draft

14

Summative

Internal Assessment

Friday at 3:55 PM



Assessment criteria

External assessment

HL essay

- A: Knowledge, understanding and interpretation
- B: Analysis and evaluation
- C: Focus and organization
- D: Language

Description