

Diploma Programme subject outline—studies in language and literature			
School name	Haganässkolan	School code	05187
Name of the DP subject <i>(indicate the language)</i>	Swedish A language and literature		
Level <i>(indicate with X)</i>	Higher <input type="checkbox"/>	Standard completed in two years <input checked="" type="checkbox"/>	Standard completed in one year * <input type="checkbox"/>
Name of the teacher who completed this outline	Tereza Franclova with support of Anna Lindh	Date of IB training	Teacher with training: Anna Lindh, Lang and Lit teacher 24-25 May 2019 for the new syllabus
Date when outline was completed	20200601	Name of workshop <i>(indicate name of subject and workshop category)</i>	Lang A: Lang and Lit (generic) Cluster Workshop

* All Diploma Programme courses are designed as two-year learning experiences. However, up to two standard level subjects, excluding languages ab initio and pilot subjects, can be completed in one year, according to conditions established in the *Diploma Programme Assessment procedures*.

1. Indicate the works chosen.

Language A: language and literature	
Standard level	Higher level
Hjalmar Söderberg- Dr. Glas	Hjalmar Söderberg - Dr Glas
Paulo Coelho- Alchemisten	Charlotte Brontë - Jane Eyre
Charlotte Brontë- Jane Eyre	Harry Martinsson - Aniara
Harry Martinsson - Aniara	Jean Rhys - Saragassohavet

Literature is subject to change based on student interest.

2. Course outline

	Topic (make organizing principle of the course clear—areas of exploration, central concepts, inquiry questions or other) <i>State the topics in the order you are planning to teach them.</i>	Contents	Allocated time		Assessment instruments to be used	Resources <i>List the main resources to be used, including information technology if applicable.</i>	ATL Explicit teaching Where Applicable <i>(communication, social, self management-organization, self management-affective skills, self-management-reflection, research-info and media literacy, thinking-critical thinking, thinking-transfer thinking)</i>
			2 # classes a week	2h 10m # hours per week			
Year 1	<p>SL Term 1: (studying literary texts) Reading Doktor Glas and Alchemisten</p> <p>Studing language in speeches and the use of the phrase « open your hearts » Olof Palme Fredrik Reinfeldt</p> <p>time and space several years between speeches but they talk analysis of speech Exploring concept of time and space in the works</p> <p>SL Term 2: (studing non-literary and literary texts) Studying advertisements, blog posts, short films/clips (analyzing and producing own)</p>	<p>SL Term 1: SL: Focus on language, structure and stylistic devices Purpose of the text.</p> <p>The Alchemist : discussed the various themes - what religion looks like, morality, ethics, storytelling, direct and indirect characters</p> <p>SL Term 2: Looking at different ads, articles, blog posts, videos which deal with political agendas. Topic: Nike (political views in sports ads) Redcross (charity in Sweden) Me Too Movement in Sweden- looking at a body of work by Swedish blogger about this topic.</p> <p>Students later produced their own text (blog post) to put themselves in the shoes of the author (different perspectives: some are against the movement, so are for)</p>			<p>Mock paper 2 – in Dec 2019</p> <p>Further practice for Paper 1 and Paper 2 in Swedish Lang & Lit SL. Do both P1 and P2 in the spring of 2020.</p>	<p>Olof Palme’s speech Fredrik Reinfeldt speech</p> <p>lbo.org</p> <p>Inthinking</p> <p>Redcross advertisements, Nike.se advertisements and Nike.com (Sweden vs. Amercia, different contexts) Kaepernick’s political movement with Nike and how does this situation compare to Sweden ?</p> <p>Articles from SVT.SE, Aftonbladet, TV4, SVT1</p> <p>Youtube interviews and videos of Me Too victims</p> <p>SLI.se, short videos about the Me Too movement in Sweden, comical skits</p> <p>Blog posts from Aftonbladet.se, sociologibloggen, other personal sources</p> <p>Jane Eyre</p> <p>The Alchemist</p> <p>Dr. Glas</p>	<p>Communication skills and thinking skills developed while studying speeches by Palme and Reinfeldt. Critical thinking skills and creative thinking skills are combined while analyzing the speeches through discussions in the classroom between the students. Focus on the language used in speeches. The students reproduced this text type (writing their own speech) to get familiar with its structure and to shape/adjust their communication style accordingly.</p> <p>Self-management-organization skills used when students produce written tasks. In term 2, students worked with blog posts and their challenge was to create their own blog and write their own post about the MeToo movement. They had a number of hours to complete the task and they needed to organize their time to complete the task before the deadline. Together, we work on focusing on efficient self-management skills in the classroom. The teacher’s can model behavior and encourage students to oragnize their time wisely and who why this is significant in making learning more effective.</p>

	Reading Jane Eyre by Charlotte Brontë	SL Term 2 : Analysing stylistic features (mostly imagery) in literary works – plot, setting, narration, theme Characterization Themes Symbolism				Social skills are developed by collaborating and participating in regular in-class discussions about the Alchemist and Jane Eyre. Discussions were lead by teacher through given discussion questions that are to be answered and discussed. A discussion lead by students is when the students receive a task to lead a discussion abotu a topic themselves. Discussing topics such as stylistic features, themes, imagery, different text types and their structures etc.
	Jane Eyre + Non-literary works	SL: Identity – How does identity of a writer influence their works and texts? (reader, writer and text) How does your identity as a reader shape your understanding of works and texts?				
	Paper 1 and Paper 2	Analysis techniques, markschemes, syllabus requirements, time management skills, useful phrases and sentences that student can use in the different papers				
Year 2	SL : Studying Anisara	Analyzing the language, stylistic devices, learning about the author	Unit is around 8 weeks but can be focused on for most of the HT20 (Autumn term of 2020)	Presentations of the concepts – connecting them to different texts	Karin Boye collection of poetry	
	Working with oral commentary and completing it	Recording and preparing to send to the IB	4-8 weeks : Practicing the commentary, structure, looking at different passages etc.	Practice analysing text in front of the class – preparing for the IO		
	Revising p1 and p2 towards the exams 2021 (we have practiced a lot in year 1 but revision is needed)	P1 and P2 have been done, repetition is needed. Works for P2 need to be revisited	4 weeks : 2 weeks per paper	Mock paper 1 and 2 – in Dec 2020		
	Revision of all 4 works read	Revising all works studied and creating clear connections between global issues and the books- studying context.	8 weeks, 2 weeks per work or even more if teacher feels this is needed			

3. IB Internal and external assessment requirements to be completed during the course

Briefly explain briefly how and when you will work on them. Include the date when you will first introduce the internal and external assessment requirements, when they will be due and how students will be prepared to complete them.

Date IA is introduced : 20200909	Date IA draft for comments due : 20210125	Date final IA is due : 20210225
Date EA requirements introduced : 20200909	Date students will be prepared to complete EAs : 20200930	
<p>Brief explanation how you work with IA and EA :IA - The students practice in the class analysing different text types, collaboration, individual. They record their analysis and submit the recording for feedback/feedforward. Connect the texts to different global issues. We discuss the concept of global issues What is a global issue?</p>		

4. Links to TOK

You are expected to explore links between the topics of your subject and TOK. As an example of how you would do this, choose one topic from your course outline that would allow your students to make links with TOK. Describe how you would plan the lesson.

Topic	Link with TOK (including description of lesson plan)
Non-literary text studies of readers, writers and texts.	<p>What is truth? How do we know what the truth is if we are reading it? Paper 1 questions regarding news articles, blog posts and different text types- where is the boundary between subjectivity and objectivity? How many layers of truth are there? What types of truths are there?</p> <p>Language : why do we study language ? Does everyone have the same understanding of a given text-why/why not ? How do different understanding impact us as individuals, as groups and as a society ?</p>
Reading Jane Eyre and other literary works	<p>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 nonliterary text</p>
News articles, non-literary works as well as literary.	<p>How far can a reader understand a text that was written in a context different from their own and which may have addressed a different audience? • Is not sharing a world view with an author an obstacle to understand their text? • What is lost in translation from one language to another? • How might the approaches to a given time and place of a poet, a cartoonist or a diary-writer and a historian differ? • Is the notion of a canon helpful in the study and understanding of literature? How does a canon get established? What factors influence its expansion or change over time?</p>
Merging literary and non-literary works and comparing them- how are they different or similar ?	<p>What are the boundaries between a literary text and a non-literary text, and how are these boundaries determined? • What kind of knowledge about a text is gained when compared and contrasted with other texts? • Does knowledge of conventions of form, text type and of literary and rhetorical techniques allow for a better and deeper understanding of a text? • How are judgements made about the merit of a text? What makes a text better than others? • Is the study of texts better approached by means of a temporal perspective, grouping texts according to when they were written, or by means of a thematic approach, grouping them according to the theme or concern they share? What impact does each one of them have on knowledge of the discipline? • How useful are classifications of texts according to form, text type and period? How do they contribute to the understanding of communication and its development?</p>

5. International mindedness

Every IB course should contribute to the development of international-mindedness in students. As an example of how you would do this, choose one topic from your outline that would allow your students to analyse it from different cultural perspectives. Briefly explain the reason for your choice and what resources you will use to achieve this goal.

Topic	Contribution to the development of international mindedness (including resources you will use)
Readers, writers, and texts.	Reading literary and non literary works from different places of origin, different authors with differing backgrounds and languages, looking at contrasting perspectives.
Advertisements	Looking at one topic such as Nike ads and the way they are depicted in Sweden vs other countries. Are they accepted everywhere or not? Why/why not?
MeToo blog posts	Reading about the same topic but from different perspectives and different authors. How does bias influence the texts we read?
Jane Eyre	How could the different themes be interpreted depending on who interprets it? Looking at different time periods and religious and political perspectives

6. Development of the IB learner profile

Through the course it is also expected that students will develop the attributes of the IB learner profile. As an example of how you would do this, choose one topic from your course outline and explain how the contents and related skills would pursue the development of any attribute(s) of the IB learner profile that you will identify.

Topic	Contribution to the development of the attribute(s) of the IB learner profile
All units and topics studied :	Reflective- Reflecting on what we have learned during each unit and completing unit reflections. Reflecting on the sources presented and used for referencing in essays and short texts produced by students. Reflecting on global issues and the way they relate to the texts that are studied
Readers, writers and texts:	Open-minded- being open to different contexts, cultures, ideas, beliefs etc. We bring open-mindedness into every area of our learning process. Studying the different backgrounds of each author (Charlotte Brontë, understanding the context she grew up in, the time period mid 1800's in England, her life and how it is mirrored in the novel).

7. Resources

Are instructional materials and other resources (for example, equipment for recording if you teach languages A or room for the performance aspect if you teach literature and performance) available in sufficient quality, quantity and variety to give effective support to the aims and methods of the courses? Briefly describe what plans are in place if changes are needed.

Ibo.org : prescribed reading lists from Language & Literature A <https://internationalbaccalaureate.force.com/ibportal/apex/ibportallanding>

Thinkib.net : Lesson materials for Me Too movement (needs to be reworked to fit the Swedish teaching), paper 1 and paper 2 examples

Students' analysis document of Jane Eyre : https://docs.google.com/document/d/1JevLcBP8lCrSoIDeXUk_Sb8WJV5y14fWfHD9v3PIgWE/edit (will later be useful for revising for exams)

PowerPoint presentations that are posted under the units we have studied on Managebac

Materials such as word-documents, exercises and links to videos and websites are also on Managebac under each unit.

Literary works : students will need to borrow the novels or poetry from the library in the high school

This portion of the course outline highlights our IB practices. Each section gives a taste or example of how we meet the IB standards and practices in our program.

Inquiry (Approaches to Teaching 1)

You will be given opportunities to follow your interests, actively explore, or make your own choices in certain circumstances:

If you are very interested in this subject, you might wish to have certain CAS experiences that are quite connected to this subject. Some examples are:

Creativity: write poetry. Either challenge yourselves in expressing your thoughts and feelings in poems or challenge the way poems are written.

Service: supporting your fellow students on how to analyse different text types.

Conceptual focus (Approaches to Teaching 2)

Research shows that when learning focuses on conceptual understanding, the learning is richer and more sustained. Here are some examples of places in the course where we work rather explicitly to develop conceptual understanding:

When we work with different text types literary and non-literary texts you will become aware of the different perspectives different text can have on the same topic. Perception is as well discussed when reading the texts. How can text be perceived differently? You will get knowledge about different cultures which the texts are written/created in.

Local and/or Global links (Approaches to Teaching 3)

Global relevance is at the heart of the DP curriculum, within nearly every subject guide, the content is already baked in. But here are some of the local links we will make in our subject:

The local links are a part of the Global links. You will be familiar with how a global issue can affect us globally as well as locally. When reading the book *Oranges are not the only fruit* you will discuss the LGBTQR rights.

We will discuss the situation in Sweden.

(if you'd like to highlight global links, go for it)

Collaboration (Approaches to Teaching 4)

Sometimes what you will be learning will be linked to another subject area and sometimes we as teachers like to collaborate to articulate those links for you, we find it can make learning more meaningful. How we do this may vary from year to year, but here is an example of places in the curriculum where you might find that we will work in an interdisciplinary fashion:

You will benefit from having an understanding of different countries and their cultures. The knowledge which you will gain in global politics is useful in language and literature. You will discuss different theories such as Marxism, Socialism etc., which is applicable in literature as well.

In business management you will come across the concept of ethics. The knowledge you will get from the discussions you will have in BM concerning ethics can be used in language and literature as well.

We will also collaborate, you and I as the teacher on certain parts of the course. Some examples are:

We will do practice papers together on the white board. We will together discuss different global issues which can be connected to the texts we will read in class.

And there will be times you collaborate with your classmates, such as:

Discussing the texts to get an understanding of how texts can be perceived by others. You will analyse texts together and present it to the rest of the class.

Removal of barriers to learning: (Approaches to Teaching 5)

We all have our strengths and areas to develop. If you are experiencing some form of barrier to your learning, here is what I expect you will do:

I expect you to come and talk to me so we can discuss how we can come up with a plan to move forward.

If I or another teacher detects that there might be a barrier to your learning, we will follow our [Inclusion Policy](#).

Varied assessment (Approaches to Assessment 2)

These are the kinds of assessments used in this course (*prior to official IB assessments and including mocks*) :

Individual Oral which is an internal assessment. It is a 10-minutes presentation which will focus on how a global issue is represented in a literary work as well as in a non-literary work.

External assessment:

Paper 1, which is an analysis of an unseen non-literary text for SL. HL will write two analyses of two different texts.

Paper 2, which is a comparative analysis of two literary texts studied in class.

HL-essay

Formative assessments:

We will write shorter analysis in class, and you will do practice IOs as presentation in front of the class.

The summative assessment, you will each semester do a practice paper 1 and a practice paper 2.

You will do a practice IO in DP1.

Summative assessments allow for you to **consolidate your learning**, some examples of summative assessments in this course are:

You will each semester do a practice paper 1 and a practice paper 2.

You will do a practice IO in DP1.

Here is some information about how your work will be marked or assessed:

The formative and summative assessment will be marked or graded in similar ways.

Your IO will be graded immediately after it is done. We will book half an hour for presentation and feedback. When you are done with the IO we will go through the marking criteria together. You will be given feedback on what you will need to develop.

The papers will be graded from the marking criteria and you will be given comments based on the different criterion.

Feedback (Approaches to Assessment 1)

You can expect to receive feedback from me on formative and summative assessments in this way:

You can expect to be given feedback in written on your papers. You can expect me to give feedback to the entire class. I will give you oral feedback as well when you are working with assignments.

You will also have an opportunity to give feedback to me in this subject, here is how:

I would like to have continuous feedback through the course. I will give you specific times to discuss the course with me. You will write your feedback on the white board when I am not present in the classroom. When I am back in the classroom, we will together in the class discuss your feedback. This will be done one time per semester.

By the end of each school year you will fill in a survey anonymous.

*** (this may be something we co-create so wait on this one for a minute)*

To get to know our Assessment Policy in better detail, you can find it [here](#).