**IB DP – Literature A1: Self-taught ISB – Ms. Zarzycka**

**Part 1: Works in translation**

**Number of works studied: Two at SL, three at HL**

All works must be chosen from the prescribed literature in translation (PLT) list.

This part of the course is a literary study of works in translation, based on close reading of the works themselves. Students are encouraged to appreciate the different perspectives of people from other cultures and to consider the role that culture plays in making sense of literary works.

Part 1 of the course aims to deepen students’ understanding of works as being products of a time and place. Artistic, philosophical, sociological, historical and biographical considerations are possible areas of study to enhance understanding of the works.

Teachers should aim to develop students’ ability to:

* understand the content of the work and the qualities of the work as literature
* respond independently to the work by connecting the individual and cultural experience of the reader with the text
* recognize the role played by cultural and contextual elements in literary works.

**Part 2: Detailed study**

**Number of works studied: Two at SL, three at HL**

All works must be chosen from the prescribed list of authors (PLA). Each work must be from a different literary genre and by a different author. At HL one of the genres **must** be poetry.

In part 2 the focus is on detailed analysis of a work, both in terms of content and technique. The detailed study is best achieved through approaches that ensure close reading and in-depth analysis of the significant elements of the works involved.

Teachers are encouraged to familiarize their students with a variety of interpretations and critical perspectives. They should also guide students to form and articulate personal responses to the works.

This part of the syllabus will be assessed orally. Teachers should therefore make use of every opportunity to equip students with the skills for speaking appropriately about literature in a variety of contexts. Teachers are encouraged to select works that provide ample scope for formal, close analysis.

Teachers should aim to develop students’ ability to:

* acquire detailed knowledge and understanding of the works studied
* demonstrate appropriate analytical responses to specific genres
* show how particular effects are achieved through language use, and analyse elements such as character, theme and setting
* engage with the details of works in order to develop a considered and informed response.

**Part 3: Literary genres**

**Number of works studied: Three at SL, four at HL**

All works must be chosen from the **same** literary genre from the prescribed list of authors (PLA).

In part 3, a group of works selected from the same literary genre is studied in depth. Each genre has recognizable techniques, referred to as literary conventions (see the section “Skills” in “Approaches to the teaching of language A: literature”), and writers use these conventions, along with other literary features, in order to achieve particular artistic ends. The grouping of works by genre is intended to provide a framework for the comparative study of the selected works through an exploration of the literary conventions and features associated with that genre.

To ensure a meaningful comparison of the literary genre being studied, teachers are encouraged to be attentive in selecting works. While grouping works by themes can also be useful, the expectation is that students will gain an understanding of the various ways in which conventions of the genre can be used.

Teachers should aim to develop students’ ability to:

* acquire knowledge and understanding of the works studied
* acquire a clear sense of the literary conventions of the selected genre
* understand the ways in which content is delivered through the literary conventions of the selected genre
* compare the similarities and differences between the chosen works.

**Part 4: Options**

**Number of works studied: Three at SL, three at HL**

Works are freely chosen by the teacher. There is no requirement for works to be chosen from either of the prescribed lists.

This part of the course is designed to give teachers an opportunity to include in their courses works that reflect their own particular interests, or that meet the specific needs of their students. The choice of works may also be dictated by circumstances that apply to specific regions or countries. Such circumstances may be a study of works in a particular genre or period, or from particular countries, to balance choices elsewhere in the course. The selection of works may fulfill local or national requirements.

All works may be chosen freely and any combination of works may be used, whether originally written in the language A being studied or read in translation. Care must be taken to ensure that only works of literary merit and those that offer a suitable challenge are chosen. Three printed works (or their equivalent) must be studied.

Teachers may freely choose their approach to teaching the works, providing it is in keeping with the aims and objectives of the course. In addition, three options are provided that demonstrate the possibilities open to teachers. The ideas in the options may also be combined in other ways. For example, delivering an oral presentation that critiques the student’s own creative writing (prose other than fiction in option 1) would also be suited to the study of other literary genres such as drama, prose fiction or poetry. Some new textualities, for example graphic novels, are suited to option 3, literature and film.

For all choices the assessment task is the same, and students will be assessed on their literary understanding as well as their ability to produce an effective oral presentation.

Teachers should aim to develop students’ ability to:

* acquire knowledge and understanding of the works studied
* present an individual, independent response to works studied
* acquire powers of expression through oral presentation
* learn how to interest and hold the attention of an audience.

**Option 1: The study of prose other than fiction leading to various forms of student writing**

This option acquaints students with various forms of writing that fall outside the realm of such fictional forms as novels or short stories. “Prose other than fiction” may include travel writing, autobiography, letters, essays, speeches, or more contemporary experiments in “creative non-fiction”.

The intent is to study such types in terms of both form and content. The further goal is a sufficient grasp of the techniques to enable students to develop their own explorations of these forms through personal writing.

In addition to the common aims for part 4, in this option students will develop the ability to:

* understand the conventions of prose other than fiction through writing
* acquire detailed understanding of effective authorial choices in these forms
* use a critique of their own writing as the basis for their oral presentation.