



NAME OF COURSE: French A1 Language and Literature / Foreign Languages

GRADE LEVEL: 10-11

SCHOOL YEAR: 2011 – 2012

COURSE DESCRIPTION

The course is designed for students who have experience of using the language of the course in an academic context. The language background of such students, however, is likely to vary considerably — from monolingual students to students with more complex language profiles. The study of texts, both literary and non-literary, provides a focus for developing an understanding of how language works to create meanings in a culture, as well as in particular texts. All texts may be understood according to their form, content, purpose and audience, and through the social, historical, cultural and workplace contexts that produce and value them. Responding to, and producing, texts promotes an understanding of how language sustains or challenges ways of thinking and being.

The course comprises four parts—two relate to the study of language and two to the study of literature.

The study of the texts produced in a language is central to an active engagement with language and culture and, by extension, to how we see and understand the world in which we live. A key aim of the language A: language and literature course is to encourage students to question the meaning generated by language and texts, which, it can be argued, is rarely straightforward and unambiguous. Helping students to focus closely on the language of the texts they study and to become aware of the role of each text’s wider context in shaping its meaning is central to the course.

The course aims to develop in students skills of textual analysis and the understanding that texts, both literary and non-literary, can be seen as autonomous yet simultaneously related to culturally determined reading practices. The focus underpinning the approach to texts sees the study of the formal elements of each text as only one among several means of establishing a reading. A wide range of factors, including the circumstances of production and reception, and the role of

culturally determined reading practices, are seen as being equally important. A wider aim of the course is the development of an understanding of “critical literacy” in students.

In view of the international nature of the IB and its commitment to intercultural understanding, the course does not limit the study of texts to the products of one culture or of the cultures covered by any one language. The study of literature in translation from other cultures is especially important to IB Diploma Programme students because it contributes to a global perspective, thereby promoting an insight into, and understanding of, the different ways in which cultures influence and shape the experiences of life common to all humanity.

LEARNING OBJECTIVES

There are four assessment objectives for the course:

1. Knowledge and understanding

- Demonstrate knowledge and understanding of a range of texts
- Demonstrate an understanding of the use of language, structure, technique and style
- Demonstrate a critical understanding of the various ways in which the reader constructs meaning and of how context influences this constructed meaning
- Demonstrate an understanding of how different perspectives influence the reading of a text

2. Application and analysis

- Demonstrate an ability to choose a text type appropriate to the purpose required
- Demonstrate an ability to use terminology relevant to the various text types studied
- Demonstrate an ability to analyse the effects of language, structure, technique and style on the reader
- Demonstrate an awareness of the ways in which the production and reception of texts contribute to their meanings
- Demonstrate an ability to substantiate and justify ideas with relevant examples

3. Synthesis and evaluation

- Demonstrate an ability to compare and contrast the formal elements, content and context of texts
- Discuss the different ways in which language and image may be used in a range of texts
- Demonstrate an ability to evaluate conflicting viewpoints within and about a text
- **At HL only:** Produce a critical response evaluating some aspects of text, context and meaning

4. Selection and use of appropriate presentation and language skills

- Demonstrate an ability to express ideas clearly and with fluency in both written and oral

communication

- Demonstrate an ability to use the oral and written forms of the language, in a range of styles, registers and situations
- Demonstrate an ability to discuss and analyse texts in a focused and logical manner
- **At HL only:** Demonstrate an ability to write a balanced, comparative analysis

Bearing this in mind, the aims of **language A: literature** and **language A: language and literature** can be summarized as below:

1. introduce students to a range of texts from different periods, styles and genres
2. develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections
3. develop the students' powers of expression, both in oral and written communication
4. encourage students to recognize the importance of the contexts in which texts are written and received
5. encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning
6. encourage students to appreciate the formal, stylistic and aesthetic qualities of texts
7. promote in students an enjoyment of, and lifelong interest in, language and literature.
8. develop in students an understanding of how language, culture and context determine the ways in which meaning is constructed in texts
9. encourage students to think critically about the different interactions between text, audience and purpose.

SCOPE AND SEQUENCE

FIRST ACADEMIC YEAR 2011-2012

QUARTER I: Language in cultural context

Learning aims:

- Develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections (2)
- Encourage students to recognize the importance of the contexts in which texts are written and received (4)
- Encourage students to appreciate the formal, stylistic and aesthetic qualities of texts (6)
- Develop in students an understanding of how language, culture and context determine the ways in which meaning is constructed in texts (8)
- Encourage students to think critically about the different interactions between text, audience and purpose (9)
- Develop the students' powers of expression, both in oral and written communication (3)
- Introduce students to a range of texts from different periods, styles and genres (1)

- Encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning (5)

<p>Material to be covered</p> <ul style="list-style-type: none"> • Language and power • Language and gender • Language in translation • (HL only: Language history and evolution) • (HL only: Language and social relations) 	<p>Text types</p> <ul style="list-style-type: none"> • Presentation (and oral presentation skills) • Essay—analytical (HL: comparative) • Drama (play text) • Poem • Speech • Cartoon • Manifesto • Interview • Magazine article • Diary • Letter (formal and informal) • Parody and pastiche
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QUARTER II: Language and mass communication

- Learning aims:**
- Develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections (2)
 - Encourage students to recognize the importance of the contexts in which texts are written and received (4)
 - Encourage students to appreciate the formal, stylistic and aesthetic qualities of texts (6)
 - Develop in students an understanding of how language, culture and context determine the ways in which meaning is constructed in texts (8)
 - Encourage students to think critically about the different interactions between text, audience and purpose (9)
 - Develop the students' powers of expression, both in oral and written communication (3)
 - Introduce students to a range of texts from different periods, styles and genres (1)
 - Encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning (5)

<p>Material to be covered</p> <ul style="list-style-type: none"> • Language and political campaign • Media and violence • Media and editing • (HL only: Stereotypes) • (HL only: Language and the state) 	<p>Text types</p> <ul style="list-style-type: none"> • Presentation (and oral presentation skills) • Essay—analytical and persuasive (HL: comparative essay) • Novel • Drama (film text) • News report • Blog
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	<ul style="list-style-type: none"> • Editorial • Memoir • Opinion column • Instructions • Textbook
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QUARTER III & IV: Literature – critical study

Learning aims

- Promote in students an enjoyment of, and lifelong interest in, language and literature (7)
- Develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections (2)
- Encourage students to recognize the importance of the contexts in which texts are written and received (4)
- Encourage students to appreciate the formal, stylistic and aesthetic qualities of texts (6)
- Develop in students an understanding of how language, culture and context determine the ways in which meaning is constructed in texts (8)
- Encourage students to think critically about the different interactions between text, audience and purpose (9)
- Develop the students’ powers of expression, both in oral and written communication (3)

Material to be covered

- *Les Fleurs du Mal* – C. Baudelaire
- *La Machine Infernale* – J. Cocteau
- **(HL only: *La Nausée* – J.-P. Sartre)**

Text types

- Presentation (and oral presentation skills)
- Essay—analytical and persuasive (**HL:** comparative essay)
- Drama (play text)
- Poem
- Biography
- Radio broadcast
- Encyclopedia entry
- Letter (formal and informal)
- Report
- Database
- Diagram
- Appeal
- Song lyric
- Travel writing

SECOND ACADEMIC YEAR 2012-2013

QUARTER I & II: Literature—texts and contexts

Learning aims

- Promote in students an enjoyment of, and lifelong interest in, language and literature (7)

- Introduce students to a range of texts from different periods, styles and genres (1)
- Encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning (5)
- Develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections (2)
- Encourage students to recognize the importance of the contexts in which texts are written and received (4)
- Encourage students to appreciate the formal, stylistic and aesthetic qualities of texts (6)
- Develop in students an understanding of how language, culture and context determine the ways in which meaning is constructed in texts (8)
- Encourage students to think critically about the different interactions between text, audience and purpose (9)
- Develop the students' powers of expression, both in oral and written communication (3)

Material to be covered

- *La Mouette* – A. Tchekhov
- *La Peste* – A. Camus
- **(HL only):** *La Fièvre* – J. M. Le Clézio)

Text types

- Presentation (and oral presentation skills)
- Essay—analytical and persuasive (**HL:** comparative essay)
- Novel
- Drama (play text)
- Advertisement
- Brochure/leaflet
- Guide book
- Photographs
- Radio broadcast
- Screenplay
- Travel writing

QUARTER III & IV: REVISION

Learning aims to be revisited

- Promote in students an enjoyment of, and lifelong interest in, language and literature (7)
- Introduce students to a range of texts from different periods, styles and genres (1)
- Develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections (2)
- Develop the students' powers of expression, both in oral and written communication (3)
- Encourage students to recognize the importance of the contexts in which texts are written and received (4)
- Encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning (5)

- Encourage students to appreciate the formal, stylistic and aesthetic qualities of texts (6)
- Develop in students an understanding of how language, culture and context determine the ways in which meaning is constructed in texts (8)
- Encourage students to think critically about the different interactions between text, audience and purpose (9)

Material to be covered

- *Language A: language and literature guide* (February 2011)
- Review texts from **Literature—texts and contexts** and prepare for paper 2
- Review all text types studied in the course of the two years and prepare for paper 1

HOMEWORK POLICY

Homework has a clear academic purpose and is used to practice, reinforce and further exploit skills and content taught in class. As such, it encompasses a range of activities but in general refers to subject work to be completed outside of class, providing students with ample opportunities to personalize their work.

a) **Practice homework** assignments: students completing essay questions applying knowledge learnt in class, reviewing their notes after each class, study time for reviews, quizzes, tests.

b) **Preparation homework** assignments aiming to lay a groundwork for an upcoming lesson: reading, library or internet research gathering appropriate information, completing a pre-test, or answering questions designed to get the student thinking about a specific topic.

c) **Extension homework** asking students to go beyond the straightforward skills or concepts they have learned in class and practised at home. It is aimed at *production* of something new, rather than at the kind of *reproduction* that is the focus of much practice homework. Extension homework may take longer than preparation or practice assignments and deadlines will vary accordingly.

d) **Creative homework** : book reports, term papers and research projects are good examples of creative homework. This type of homework typically requires a number of days or even weeks to complete, and allows the student an avenue for creative self-expression. The resultant work will be highly individualized, and may represent a large part of a term or internal assessment mark towards the IB diploma.

ASSESSMENT

In this particular level, students are assessed each quarter as follows:

classwork:	20% [including oral commentaries, debates, group class work writing]
testing:	40%
homework	40%
assignments:	

ACADEMIC HONESTY

Academic honesty is fundamental to the integrity and operation of our school. Acts of academic dishonesty, including plagiarism (the act of presenting others' words and ideas as one's own without crediting the source), stealing in quizzes and tests, copying work from other students or allowing their own work to be copied, or using notes during a test, are considered serious offences. The consequences of academic dishonesty will be a zero grade on the specific test/assignment, and additional disciplinary action. The said student will be ineligible or removed from the National Honor Society.