

Syllabus outline

Syllabus component	Teaching hours	
	SL	HL
<p>Part 1: Works in translation</p> <p>SL: Two works</p> <p>HL: Three works</p> <p>All works are chosen from the titles in the prescribed literature in translation (PLT) list.</p>	40	65
<p>Part 2: Detailed study</p> <p>SL: Two works</p> <p>HL: Three works</p> <p>All works are chosen from the prescribed list of authors (PLA) for the language A being studied, each from a different genre.</p>	40	65
<p>Part 3: Literary genres</p> <p>SL: Three works</p> <p>HL: Four works</p> <p>All works are chosen from the prescribed list of authors (PLA) for the language A being studied, all from the same genre.</p>	40	65
<p>Part 4: Options</p> <p>SL: Three works</p> <p>HL: Three works</p> <p>Works are freely chosen in any combination.</p>	30	45
Total teaching hours	150	240

It is essential that teachers are allowed the prescribed minimum number of teaching hours necessary to meet the requirements of the language A: literature course. At SL the minimum prescribed number of hours is 150 hours and at HL it is 240 hours.

Approaches to the teaching of language A: literature

While the three courses in group 1 offer a different focus, they are all designed to support future academic study by developing high levels of language competence and communication skills, as well as social, aesthetic and cultural literacy. Language and literature play a central role in these courses, which aim to support lifelong learning through engaging students as actively as possible with texts.

These courses are designed to encourage a variety of teaching approaches. Teachers are given a great deal of freedom and responsibility to interpret the curriculum and to create a course of study that not only meets the aims and objectives of the course but is also relevant to the situation of the school and its community.

Teaching the language A: literature course should be supported in ways that fit with the IB learner profile and with the pedagogical principles that underpin IB programmes: the promotion of critical- and creative-thinking skills, and learning how to learn. At each stage of their course, students should be given the opportunity to engage in inquiry-based learning and to develop the skills required for critical thinking.

The teacher is viewed as a supporter of student learning, rather than a transmitter of knowledge, and should promote the IB learner profile in students and their work in the following ways.

- **Providing an inclusive, positive and safe class ethos.** Students should feel confident to explore and experiment with their own responses and to challenge those of others.
- **Empowering students.** They should have a variety of opportunities, both critical and creative, to demonstrate their understanding of skills through a wide variety of active learning approaches, including discussion, debate, role play, reading, writing and oral presentation.
- **Recognizing that students learn in different ways.** Students should experience a range of activities and assessment tasks that best advance their understanding and enjoyment of the texts they encounter.
- **Facilitating critical discourse.** Teachers should ensure from the very beginning of the course that students acquire, in an integral and practical way, the language of critical discourse for literature.
- **Promoting the appreciation of language as an art form.** Students should have opportunities to go beyond the mere “decoding” of texts towards a wide and humane appreciation of the texts studied.
- **Enabling students to explore a wide variety of texts.** A wide variety of texts that are diverse in convention, culture, and complexity should be made available.
- **Providing opportunities for student inquiry into the subtleties and implications of cultural contexts.** This should include such dimensions as the geographical, the historical and the ethnic situations of texts.
- **Providing opportunities for writing about literature.** Effective feedback should support students in writing in a structured and analytical manner.
- **Scaffolding the processes necessary for making reasonable comparative judgments about texts.** Students should be able to express these both orally and in writing.