

## The course at a glance

## Language A: language and literature SL

## Syllabus details

Areas of exploration	Approach	Number of texts	Requirements in relation to texts
Readers, writers and texts	This area of exploration looks at the ways in which texts are produced, read, interpreted, responded to and performed, and explores the role of language and literature. In it, students will be developing the skills and approaches required to engage with how meaning is created in texts. Students will be attentive to the words on the page, the literal meaning of words, the type of text being read, the themes, characters, setting, word choice and stylistic features.	At least one work and a number of non-literary texts. The time spent studying non-literary texts should be equal to the time spent studying the work.	Four works, of which: <ul style="list-style-type: none"> <li>a minimum of one must be written originally in the language studied, by an author on the <i>Prescribed reading list</i></li> <li>a minimum of one must be a work in translation written by an author on the <i>Prescribed reading list</i></li> <li>Two can be chosen freely—from the <i>Prescribed reading list</i> or elsewhere—and may be in translation.</li> </ul>
Time and space	This area of exploration asks considers how a text interacts with the context in which it is produced and received. In it, students will be developing skills and approaches required to explore how texts are affected by a wide variety of factors such as the life of the author, the times the author lived in, and the way the context of reception and the text impact each other. Students will look at how the texts they are reading represent, reflect and become part of life and culture.	At least one work and a number of non-literary texts. The time spent studying non-literary texts should be equal to the time spent studying the work	Works must be selected to cover two major literary forms, two periods and two places covering at least two continents.
Intertextuality: connecting texts	This area of exploration focuses on the connections between and among diverse texts, traditions, creators and ideas. In it, students will develop skills and approaches required to compare and contrast texts in order to gain a deeper understanding of the unique characteristics of texts and the interesting connections between them. Students will look at how texts affect each other, and at the wide range of ways texts can be connected and grouped.	At least one work and a number of non-literary texts. The time spent studying non-literary texts should be equal to the time spent studying the work	A number of non-literary texts from a range of different text types.

## Assessment details

Assessment component	Weighting	External/ Internal	Type of text
<p><b>Paper 1: guided textual analysis (1 hours 15 minutes)</b></p> <p>The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students will be asked to choose one of the passages and write an analysis of it focusing on the technical or formal aspect the question proposes, or another similar aspect of the student's choice. (20 marks)</p>	35%	External	Unseen, two different non-literary text types.
<p><b>Paper 2: Comparative essay (1 hour 45 minutes)</b></p> <p>The paper consists of four general questions. In response to one of those questions, students will be asked to write a comparative essay based on two literary works studied in the course. (30 marks)</p>	35%	External	Any two literary works studied (with the exception of the work used for the individual oral assessment).
<p><b>Individual oral (15 minutes)</b></p> <p>This component consists of a prepared individual oral. Students will be asked to discuss a non-literary body of work and a literary work studied in relation to a global issue present in both of them. The delivery of the oral must not take more than 10 minutes, and it will be followed by 5 minutes of questions by the teacher. (40 marks)</p>	30%	Internal	A non-literary body of work and a work studied.