

Diploma Programme Course Outline

		Diploma Programme Course Outline	
Name of the DP subject		ENGLISH A LITERATURE 2022-2023	
Level		Higher & Standard	
		YEAR 2	
UNIT	TOPIC/CONCEPT	CONTENT (Texts)	ASSESSMENT COMPONENTS
Unit 1 HL/SL	<p>7 Concepts:</p> <ol style="list-style-type: none"> 1. Culture 2. Creativity 3. Communication 4. Identity 5. Perspective 6. Representation 7. Transformation <p>Why and how do we study literature?</p> <p>How and why do writers often borrow or make reference to ideas and techniques from other writers?</p>	<p><i>If This Is a Man</i> by Primo Levi</p> <p>Poetry of Langston Hughes</p>	<p>Learner Portfolio</p> <p>Paper 1 skills: guided analysis</p> <p>Commentary writing skills</p> <p>Topic sentence skills</p>

<p>Unit 2 HL/SL</p>	<p>7 Concepts: 1. Culture 2. Creativity 3. Communication 4. Identity 5. Perspective 6. Representation 7. Transformation</p> <p>Global Issues: - Discrimination - Identity - Race - Gender - Equality</p> <p>How do we know about our world?</p> <p>How does language represent social distinctions and identities?</p>	<p><i>The Importance of Being Earnest</i> by Oscar Wilde</p> <p><i>A View from the Bridge</i> by Arthur Miller</p> <p>Poetry of Langston Hughes</p>	<p>Learner Portfolio Paper 1 skills: guided analysis Commentary writing skills Topic sentence skills</p> <p>Individual Oral</p>
<p>Unit 3 HL/SL</p>	<p>7 Concepts: 1. Culture 2. Creativity 3. Communication 4. Identity 5. Perspective 6. Representation 7. Transformation</p>	<p><i>Their Eyes Were Watching God</i> by Zora Neale Hurston</p> <p>Poetry of Langston Hughes</p>	<p>Learner Portfolio Individual Oral</p> <p>HL Essay</p> <p>Paper 2 skills: comparative essay</p>

	<p>How do writers use reality, imagination and craft to create effective and compelling works?</p> <p>How do literary texts reflect, represent or form a part of cultural practices?</p>		
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Unit 4 HL/SL	<p>7 Concepts:</p> <ol style="list-style-type: none"> 1. Culture 2. Creativity 3. Communication 4. Identity 5. Perspective 6. Representation 7. Transformation <p>To what extent do literary texts offer insight into another culture?</p> <p>How do we approach literary texts from different times and cultures to our own?</p>	<p><i>The Stranger</i> by Albert Camus</p> <p>Poetry of Langston Hughes</p>	<p>Learner Portfolio</p> <p>HL Essay</p> <p>Paper 1 skills: guided analysis Commentary writing skills Topic sentence skills</p> <p>Paper 2 skills: comparative essay</p>

<p>Unit 5 HL/SL</p>	<p>7 Concepts: 1. Culture 2. Creativity 3. Communication 4. Identity 5. Perspective 6. Representation 7. Transformation</p> <p>How can literary works and readers have a transformative effect on each other?</p> <p>How important is cultural or historical context to the production and reception of a literary text?</p>	<p><i>Between the World and Me</i> by Ta-Nehisi Coates</p> <p>Poetry of Langston Hughes</p>	<p>Learner Portfolio HL Essay</p> <p>Paper 1 skills: guided analysis Commentary writing skills Topic sentence skills</p> <p>Paper 2 skills: comparative essay</p>
<p>Unit 6 HL/SL</p>	<p>7 Concepts: 1. Culture 2. Creativity 3. Communication 4. Identity 5. Perspective 6. Representation 7. Transformation</p> <p>How do literary texts offer insights and challenges?</p> <p>How are we affected by literary texts in various ways?</p>	<p>“Master Harold” ... and the Boys by Athol Fugard</p> <p>Poetry of Langston Hughes</p>	<p>Learner Portfolio Paper 1 skills: guided analysis Commentary writing skills Topic sentence skills</p> <p>Paper 2 skills: comparative essay</p>

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All Diploma Programme courses are designed as two-year learning experiences.