

Name of the DP subject		ENGLISH A LITERATURE 2022-2024			
Level		Higher <input checked="" type="checkbox"/> Standard <input checked="" type="checkbox"/>			
YEAR 1					
UNIT	AREA OF EXPLORATION	TOPIC/CONCEPT		CONTENT (Texts)	ASSESSMENT COMPONENTS
Unit 1 HL/SL	Readers, Writers and Texts Time and Space	Identity Culture Creativity Perspective Representation	Why and how do we study literature? How do literary texts offer insights and challenges? How important is cultural or historical context to the production and reception of a literary text?	<i>1982 Nobel Prize Acceptance Speech</i> <i>Love in the Time of Cholera</i> by Gabriel Garcia Marquez	Learner Portfolio Paper 1 skills: guided analysis Essay writing skills
Unit 2 HL/SL		Identity Representation Perspective Culture Creativity Transformation Global Issues <ul style="list-style-type: none"> Peace and conflict/human rights Family, class, race, gender 	How are we affected by literary texts in various ways? In what ways can diverse literary texts share points of similarity?	<i>Persepolis</i> By Marjane Satrapi	Learner Portfolio Individual Oral Paper 1 skills: guided analysis Essay writing skills
Unit 3 HL/SL		Identity Representation Perspective Communication Global Issues		<i>If This is a Man</i> by Primo Levi	Individual Oral Learner Portfolio Essay Writing Skills

UNIT	AREA OF EXPLORATION	TOPIC/CONCEPT		CONTENT (Texts)	ASSESSMENT COMPONENTS
Unit 4 HL/SL	Time and Space Intertextuality	Identity Culture Representation Transformation Global Issues	How do we approach literary texts from different times and cultures to our own?	<i>Their Eyes Were Watching God</i> By Zora Neale Hurston	Individual Oral Paper 1 skills: guided analysis HL Essay Learner Portfolio Paper 2 skills-comparative essay
Unit 5 HL/SL			To what extent do literary texts offer insight into another culture?	Poetry of Langston Hughes	
Unit 6 HL/SL			How do literary texts reflect, represent or form part of cultural practices? In what ways can comparison and interpretation be transformative?	<i>The Story of Zahra</i> By Hanan al-Shaykh	
Unit 7 HL/SL	Readers, Writers and Texts Time and Space Intertextuality	Communication Creativity Transformation Global Issues	How valid is the notion of a 'classic' literary text?	<i>Macbeth</i> By William Shakespeare	Individual Oral Learner Portfolio Paper 2 skills-comparative essay
Unit 8 HL			In what ways can comparison and interpretation be transformative?	<i>A View from the Bridge</i> By Arthur Miller	

YEAR 2

UNIT		TOPIC/CONCEPT			ASSESSMENT COMPONENTS
Unit 9 SL/HL	Intertextuality	Perspective Creativity Culture Transformation Global Issues	How valid is the notion of a 'classic' literary text? How important is cultural or historical context to the production and reception of a literary text? How and why do writers often borrow or make reference to ideas and techniques from other writers?	<i>Wide Sargasso Sea</i> By Jean Rhys <i>The Bluest Eye</i> By Toni Morrison	IA Paper 2 skills-comparative essay Learner Portfolio
Unit 10 HL	Time and Space	Culture Representation Identity Creativity Global Issues	How do writers use reality, imagination and craft to create effective and compelling works? How do we know about our world? How does language represent social distinctions and identities? How important is cultural or historical context to the production and reception of a literary text?	<i>"Master Harold" ... and the boys</i> By Athol Fugard	Learner Portfolio Individual Oral

Unit 11 SL/HL	Readers, Writers, and Texts Time and Space	Perspective Creativity Representation	In what ways is meaning constructed, negotiated, expressed and interpreted?	<i>The Importance of Being Earnest</i> By Oscar Wilde	Learner Portfolio Paper 2 skills
Unit 12 HL	Intertextuality Readers, Writers and Texts	Representation Identity Transformation	How can literary works and readers have a transformative effect on each other?	<i>The Stranger</i> By Albert Camus	Learner Portfolio

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