

Diploma Programme subject outline—studies in language and literature			
School name	Spojená škola, Pankúchova		School code 061749
Name of the DP subject <i>(indicate the language)</i>	Language A: Literature (Slovak)		
Level <i>(indicate with X)</i>	Higher <input checked="" type="checkbox"/>	Standard completed in two years <input checked="" type="checkbox"/>	Standard completed in one year * <input type="checkbox"/>
Name of the teacher who completed this outline	Jana Sláviková	Date of IB training	Feb.2 – March 2, 2022
Date when outline was completed	February 2022	Name of workshop <i>(indicate name of subject and workshop category)</i>	Language A: Literature (generic) Cat. 1

* All Diploma Programme courses are designed as two-year learning experiences. However, up to two standard level subjects, excluding languages ab initio and pilot subjects, can be completed in one year, according to conditions established in the *Diploma Programme Assessment procedures*.

1. Indicate the works chosen.

Language A: literature	
Standard level	Higher level
1. Slančíková Timrava, B.: Skon Paľa Ročku	1. Slančíková Timrava, B.: Skon Paľa Ročku
2. Bednár, Alfonz: Sklený vrch	2. Bednár, Alfonz: Sklený vrch
3. Vilikovský, Pavol: Večne je zelený	3. Vilikovský, Pavol: Večne je zelený
4. Smrek, Ján: Básnik a žena	4. Smrek, Ján: Básnik a žena

5. Solženicyn, Alexander: Rakovina	5. Bronte, Emily: Búrlivé výšiny
6. Arthur Miller: Smrť obchodného cestujúceho	6. Solženicyn, Alexander: Rakovina
7. Kafka, Franz: Premena	7. Arthur Miller: Smrť obchodného cestujúceho
8. Figuli, Margita: Tri gaštanové kone	8. Kafka, Franz: Premena
9. Baudelaire, Charles: Kvety zla	9. Woolf, Virginia: Pani Dallowayová
	10. Figuli, Margita: Tri gaštanové kone
	11. Baudelaire, Charles: Kvety zla
	12. Kundera, Milan: Sviatok bezvýznamnosti
	13. Vámoš, Gejza: Odlomená haluz

Indicate the literary works chosen for each of part of the programme.

Area of Exploration	Author and title of work	Original language (as indicated in the PRL)	Text in translation	PRL OR FC	Form	Period	Place	Gender
Readers, Writers and Text	Božena Slančíková Timrava : Skon Paľa Ročku	Slovak	N	PRL	Prose-fiction	19-20	Slovakia	F
	Ján Smrek : Básnik a žena	Slovak	N	PRL	Poetry	20	Slovakia	M
	Franz Kafka : Premena	German	Y	PRL	Prose-fiction Prose – non-fiction	20	Austria	M
	<i>Virginia Woolf : Pani Dallowayová – HL only</i>	English	Y	PRL	Prose-fiction Prose – non-fiction	20	UK	F
Time and Space	Bednár, Alfonz: Sklený vrch	Slovak	N	PRL	Prose-fiction Prose – non-fiction	20	Slovakia	M
	Solženicyn, Alexander: Rakovina	Russian	Y	PRL	Prose -fiction	20	Russia	M
	Arthur Miller: Smrť obchodného cestujúceho	English	Y	PRL	drama	20	USA	M
	<i>Vámoš, Gejza: Odlomená haluz – HL only</i>	Slovak	N	PRL	Prose-fiction	20	Slovakia	M
Intertextuality	Vilikovský, Pavol: Večne je zelený	Slovak	N	PRL	Prose - fiction	20	Slovakia	M
	Figuli, Margita: Tri gaštanové kone	Slovak	N	PRL	Prose - fiction	20	Slovakia	F
	Baudelaire, Charles: Kvety zla	French	Y	PRL	Poetry	19	France	M
	<i>Bronte, Emily: Búrlivé výšiny - HL only</i>	English	Y	PRL	Prose-fiction	19	UK	F
	<i>Kundera, Milan: Sviatok bežv ýznamnosti</i>	Czech / French	Y	PRL	Prose – fiction Prose – non-fiction	20-21	Czech Republic /France	M

2. Course outline

- Use the following table to organize the topics to be taught in the course. If you need to include topics that cover other requirements you have to teach (for example, national syllabus), make sure that you do so in an integrated way, but also differentiate them using italics. Add as many rows as you need.
- This document should not be a day-by-day accounting of each unit. It is an outline showing how you will distribute the topics and the time to ensure that students are prepared to comply with the requirements of the subject.
- This outline should show how you will develop the teaching of the subject. It should reflect the individual nature of the course in your classroom and should not just be a “copy and paste” from the subject guide.
- If you will teach both higher and standard level, make sure that this is clearly identified in your outline.

	Topic (make organizing principle of the course clear—areas of exploration, central concepts, inquiry questions or other) <i>State the topics in the order you are planning to teach them.</i>	Contents	Allocated time		Assessment instruments to be used	Resources <i>List the main resources to be used, including information technology if applicable.</i>
			One class is <input type="text" value="45"/> minutes.	In one week there are <input type="text" value="3/5"/> classes.		
Year 1	1. Readers, writers and texts	1.1 Why and how do we study literature ? 1.2 How are we affected by literary texts in various ways ? 1.3 How does language use vary among literary forms ? 1.4 How does the structure or style of the literary text affect the meaning ? 1.5 How do literary texts offer insights and challenges ?	9/12 9/12 9/12 9/12 9/12		Short quizzes Journal entries Student interviews Student reflections Classroom discussions Portfolios Writing assignments Global issues IO preparation HL essay preparation	Slančíková Timrava, Božena: Meno mám zo studničky Bednár, Alfonz: Sklený vrch Smrek, Ján: Básnik a žena Vilikovský, Pavol: Večne je zelený Solženicyn, Alexander: Rakovina - Vámoš, Gejza: Odlomená haluz

		1.6 In what ways is meaning constructed, negotiated, expressed and interpreted ?	9/12		Miller, Arthur: Smrť obchodného cestujúceho Kafka, Franz: Premena Wolf, Virginia: Pani Dallowayová Figuli, Margita: Tri gaštanové kone Baudelaire, Charles: (Kvety zla) Viewegh, Michal: Účastníci zájazdu Bukovčan, Ivan: Kým kohút nezaspieva (mám PDF) netreba
	Literary text 1 :	Božena Slančíková Timrava : Skon Paľa Ročku	4/8		
	Literary text 2 :	Ján Smrek : Básnik a Žena	4/8		
	Literary text 3 :	Franz Kafka : Premena	4/8		
	Literary text 4 :	<i>Virginia Woolf : Pani Dallowayová – HL only</i>	0/8		Účastníci zájazdu Bronte, Emily: Búrlivé výšiny
	2. Time and space	2.1 How important is cultural and historical context to the production and reception of a literary text ?	9/12	Short quizzes Journal entries Student interviews Student reflections Classroom discussions	Encyklopédia slovenských spisovateľov Encyklopédia svetových spisovateľov Dejiny slovenskej literatúry
		2.2 How do we approach literary texts from different times and cultures to our own ?	9/12	Portfolios Writing assignments	Literárna rukoväť Literatúra pre stredné školy III
		2.3 To what extent do literary texts offer insight into other culture ?	9/12	IO preparation HL essay preparation	Literatúra pre stredné školy IV Zbierka textov a úloh z literatúry III Zbierka textov a úloh z literatúry IV
		2.4 How does the meaning	9/12		

		and the impact of a literary text change over time ? 2.5 How do literary texts reflect, represent or form a part of cultural practices ? 2.6 How does language represent social distinctions and identities ?	9/12 9/12		
	Literary text 1 :	Bednár, Alfonz: Sklený vrch	4/8		
	Literary text 2 :	Solženicyn, Alexander: Rakovina	4/8		
	Literary text 3 :	Arthur Miller: Smrt' obchodného cestujúceho	4/8		
Year 2	Literary text 4 :	<i>Vámoš, Gejza: Odlomená haluz – HL only</i>	0/8		
	3. Intertextuality – connecting texts	3.1 How do conventions and systems of reference evolve over time ? 3.2 How do literary texts adhere to or deviate from conventions associated with literary forms ? 3.3 In what ways can diverse literary texts share points of similarity ? 3.4 How valid is the notion	9/12 9/12 9/12 9/12	Short quizzes Journal entries Student interviews Student reflections Classroom discussions Portfolios Writing assignments Paper I preparation Paper II preparation HL essay preparation	

		of a classic literary text ?		Mock exams – past papers will be used for mock examinations. The tasks may be altered to suit the reading list.	
		3.5 How can literary texts offer multiple perspectives of a single issue, topic or theme ?	9/12		
		3.6 In what way can comparison and interpretation be transformative ?	9/12		
	Literary text 1 :	Vilikovský, Pavol: Večne je zelený	4/8		
	Literary text 2 :	Figuli, Margita: Tri gaštanové kone	4/8		
	Literary text 3 :	Baudelaire, Charles: Kvety zla	4/8		
	<i>Literary text 4 : HL only</i>	<i>Bronte, Emily: Búrlivé výšiny - HL only</i>	0/8		
	<i>Literary text 5 : HL only</i>	<i>Kundera, Milan: Sviatok bezvýznamnosti</i>	0/8		

3. **IB Internal and external assessment requirements to be completed during the course**

Briefly explain briefly how and when you will work on them. Include the date when you will first introduce the internal and external assessment requirements, when they will be due and how students will be prepared to complete them.

The internal and external assessment will be introduced at the beginning of the course – in September Year1. The students will be presented with so-called subject letter outlining the content of their course as well as general assessment requirements. When dealing with specific examples of internal or external assessment, more details will be given. The assessment rubrics will be used, examples of past assessment will be analysed. Students will be offered frequent practice, utilising self or peer-evaluations methods.

At the beginning of the year, students will be given a calendar of internal and external assessment (practice ones and official ones) allowing them to schedule their time accordingly.

Internal Assessment

Individual Oral

Students are going to have opportunities in the class to practice speeches as form of formative oral assessment. Special attention will be paid to global issues and 7 concepts. Students participate in class activities that prepare them for the task such as panel discussions, and a global issue investigation. Students will explicitly study global issues in class, conducting inquiries into topics such as belief, power, politics, culture and identity. In the first year of the course, students will have read SL6/HL7 works, of which SL3/HL4 are in translation. This will give students ample choice for comparative analysis across cultures, places, and times. Additionally class activities such as panel discussions, poetry transformations, and regular structured reflections will promote depth of thought, comparative skills, and backing up opinions with textual evidence and research.

External Assessment

HL essay

First draft for HL-Essay will start at the end of Year 1. Students will be given opportunities during class activities to practice the micro-skills of exposition, including structured reflections, panel discussions, and investigations. Higher Level students are assigned additional, and more sophisticated, critical readings on texts studied in class to deconstruct and use as examples, as well as given structured language support for comparison.

Paper One: Guided Literary Analysis

Students are introduced to the task requirements during the first month (September) of Year 2.

Students are given opportunities during class activities to practice the micro-skills of literary analysis, including collaborative reflections, panel discussions, and investigations. Students are assigned multiple critical readings on texts studied in class to use as examples and deconstruct, and given structured language support for critical analysis. Additionally, students are given two formative practices in a similar format as the summative external assessment to prepare them.

Paper Two: Comparative Essay

Students are introduced to the task requirements in November of Year 2.

Students are given opportunities during class activities to practice the micro-skills of comparison and exposition, including structured reflections, panel discussions, and investigations. Students are assigned multiple critical readings on texts studied in class to deconstruct and use as examples, as well as given structured language support for comparison. Students will additionally undertake two formative practices in a similar format as the summative external assessment to prepare them.&

The learner portfolio – despite not being specifically assessed, it enables students to explore and reflect upon their works in relation to global issues. The students will create their portfolios as shared folders, so that they can be altered or modified although there is an option to make the portfolios as collections of paper documents. Portfolios provide ample opportunities to interact with other students as well as with the teacher and develop the ATL skills.

- Learner portfolio can help even the most introverted students express their opinions, debate or negotiate the meaning of the texts.
- Students can use their portfolios to identify the evidence that can be used to support their views.
- They learn how to give and receive the feedback (either from their peers or their teacher).
- They learn to listen to different perspectives and cooperate with the students who hold them.
- They learn to assess themselves and evaluate their own progress in learning

The portfolio will be introduced early in the course (September, Year 1), its importance and purpose must be made clear to the students. During the lessons, teachers will provide opportunities for students to be able to work and reflect on their portfolios.

For every single work students will be working in the task related to the assessment task, IO, HL Essay, Paper 1 and Paper 2.

--

4. Links to TOK

You are expected to explore links between the topics of your subject and TOK. As an example of how you would do this, choose one topic from your course outline that would allow your students to make links with TOK. Describe how you would plan the lesson.

Topic	Link with TOK (including description of lesson plan)
<p>How do we approach literary texts from different times and cultures to our own ?</p>	<p>Is knowledge lost in translation ? What is lost in translation from one language to another ? Similarly, can anything be added ? Can a translator fully preserve the original meaning of a work of literature ? We will study these question using the examples of different translations of The Raven by Edgar Allan Poe. This poem has been translated into the Slovak language by a number of different translators, some of them being poets themselves. We will make use of students' proficiency in English language, they understand the original version of the poem. Comparing and contrasting the different translated versions, we will take a closer look at what the translators tried to preserve in their versions of the poem, what they focused on and what, on the other hand, was omitted. There were numerous attempts to translate The Raven – we will organise them chronologically.</p>

5. Approaches to learning

Every IB course should contribute to the development of students' approaches to learning skills. As an example of how you would do this, choose one topic from your outline that would allow your students to specifically develop one or more of these skill categories (thinking, communication, social, self-management or research).

Topic	Contribution to the development of students' approaches to learning skills (including one or more skill category)
<p>Time and Space Literary text 2 : Solženicyn, Alexander: Rakovina</p>	<p>By discussing the literary works students definitely develop and learn a number of ATL skills. The novel by Solzhenitsyn (The Cancer Ward) enables students to develop their research skills. The novel itself is a allegorical picture of the Soviet society during the era of Stalinism. Though the parallels may not be obvious and easy to understand, students will be given the opportunity to find the links between the characters' fates and the historical events. They will research (individually or in small groups) the existence og gulags, principles of communism, the outdated treatment of cancer, the hidden meaning of certain metaphors, alegories etc.</p>

	Communication skills will also be developed through a number of guided discussions.
--	--

6. International mindedness

Every IB course should contribute to the development of international-mindedness in students. As an example of how you would do this, choose one topic from your outline that would allow your students to analyse it from different cultural perspectives. Briefly explain the reason for your choice and what resources you will use to achieve this goal.

Topic	Contribution to the development of international mindedness (including resources you will use)
Time and space Vámoš, Gejza: Odlomená haluz	<p>The novel by Gejza Vámoš provides ample opportunities for development of international mindedness.</p> <p>In this novel the writer, a proponent of cultural assimilation, depicts irrational traditions and superstitions of the Slovak Jewish community. He criticizes its inability to intergrate and unwillingness to adapt to the changes. On the other hand, he also frowns upon the antagonism of the Slovak folks and their narrow-mindedness. Both parties cannot co-exist, neither culturally, nor economically.</p> <p>For his critical approach and philosophical outlook on both communities, he was rather criticised and even ex-communicated from the Jewish community.</p> <p>The novel provides a lot of material to develop the ideas of mutual understanding, being aware of the commonalities and differences and how to successfully co-exist in modern interconnected world.</p>

7. Development of the IB learner profile

Through the course it is also expected that students will develop the attributes of the IB learner profile. As an example of how you would do this, choose one topic from your course outline and explain how the contents and related skills would pursue the development of any attribute(s) of the IB learner profile that you will identify.

Topic	Contribution to the development of the attribute(s) of the IB learner profile
Intertextuality – connecting	The literary text chosen in this section serves best to illustrate the IB learner profile attribite of being principled .

<p>texts</p> <p>Literary text 2 : Figuli, Margita: Tri gaštanové kone</p>	<p>Human dignity, emphasis on ecology and integrity are the central points of the storyline.</p> <p>The characters in the novella with the elements of fairy-tale are well suited to represent the opposite poles of good and evil.</p> <p>The students will naturally sympathise with the positive characters of Magdaléna and Peter whose pure love wins over the malicious, violent character of Ján Zápotočný.</p> <p>Since it is a naturalistic novella, another element is present in the story and that is the positive attitude towards environmental issues.</p>
---	---

8. Resources

Are instructional materials and other resources (for example, equipment for recording if you teach languages A or room for the performance aspect if you teach literature and performance) available in sufficient quality, quantity and variety to give effective support to the aims and methods of the courses? Briefly describe what plans are in place if changes are needed.

<p>For individual oral assessment – equipment for recording</p> <p>Language A Literature posters : https://ib-innovate.com/2019/08/11/aoe/</p> <p>Books for Language A Literature in English :</p> <p>English Literature for the IB Diploma Carolyn P. Henly, Nic Amy, Angela Stancar Johnson, Kathleen Clare Waller, ISBN: 9781510467132 https://www.hoddereducation.co.uk/subjects/english/products/16-18/english-literature-for-the-ib-diploma</p> <p>Language A for the IB Diploma: Concept-based learning, Kathleen Clare Waller ISBN: 9781510463233 https://www.hoddereducation.co.uk/subjects/english/products/16-18/language-a-for-the-ib-diploma-concept-based-learn</p> <p>Literary analysis for English Literature for the IB Diploma, Carolyn P. Henly, Angela Stancar Johnson, ISBN: 9781510467149 https://www.hoddereducation.co.uk/subjects/english/products/16-18/literary-analysis-for-english-literature-for-the-i</p> <p>The school has a well-stocked library of books, encyclopaedias as well as a classroom with computers to be used for research portions of lessons.</p>
