



Enseignement secondaire		
Classes internationales		
	Régime anglophone	
Anglais		
Programme		
3IEC		
Leçons hebdomadaires: 5		
Langue véhiculaire: anglais		
Nombre minimal de devoirs par trimestre: 3, including 1 oral		

Description

The ultimate goal of the 3IEC English course is to prepare students for the specific demands of the two baccalaureate years which lie ahead (the IBDP). The course continues to develop and reinforce the competences initiated and targeted in the 4IEC class. Students will deepen their understanding of central epochs of literary genres, development, writing styles, critical writing and expression/discussion skills, as well as strengthen their academic writing/expression skills, in order to prepare them for the mandatory tasks in the IBDP (literary essay and literary commentary, individual oral).

Pre-Requisites

Learners need to have achieved C1 level of fluency in English in terms of the Common European Framework for Languages rating scale, near-native competence or else show the potential to keep up with a highly demanding syllabus delivered entirely in English. They also need to have a solid command of the basics of stylistics and literary analysis.

Aims of the course

- To prepare students for competences required for the IBDP (grades 12 & 13).
- To strengthen their grasp of stylistics and literary criticism and analysis, as well as extensive and intensive reading.



- To introduce them to a range of literary genres and works and teach them to place complex literary texts in a socio-cultural and historical context, as well as to analyse literary texts in relative depth and detail.
- To generate a mature understanding of the themes and issues within a given work.
- To coach them to become autonomous learners and researchers.
- To improve their critical approach to a large array of sources.
- To further develop oral and written skills through exercising, systematic, precise and constructive feedback and remedial work.

Personal project

All 11th grade students must complete a **personal project** in the subject of their choice. In English, should they choose this subject, the project takes the form of a literary essay written at home, similar to the **research essay** in 10th grade, and will include a reflective statement on the process by the student. It should have a clearly defined and achievable aim and result from the student's initiative, creativity and ability to organize and plan, and address a particular literary issue within a text, in agreement with the teacher. The project needs to display awareness of, and discuss, relevant theories and literary criticism and be referenced accordingly. Authenticity is imperative and the student will be required to sign a document stating that it is entirely his or her own work.

The whole process will imperatively entail abiding by deadlines, without which student autonomy cannot be achieved. Usually undertaken between mid-February and the beginning of June of each academic year, it will be assessed and its mark will be taken into consideration for 50% of the final grade of the chosen subject in term 3.

Assessment

- Classical written tests consisting of critical unseen text commentaries or comparative / argumentative essays based on coursework, preparing for the DP components Paper One and Paper Two.
- Oral presentations preparing for the DP component Individual Oral.
- Testing based on literary portfolios, project work and/or essay assignment teaching; activities including the skills required for Extended Essay writing in the DP.
- The current IB assessment grids will be used to familiarise students with the various types of evaluation used in the DP.



Course materials:

Throughout the course, a minimum of four novels or plays will be covered extensively, as well as a selection of poems and/or short stories.

Novels / plays / poems/ short stories from literature in English, chosen by the English teacher. A variety of poems and short stories will be provided by the teacher, as well as relevant critical and theoretical material.

- Recent examples of novels/plays used include:
 - Alexie, Sherman. Flight.
 - Akpan, Uwem. Say You're One Of Them.
 - Albee, Edward. Who's Afraid of Virginia Woolf?
 - Austen, Jane. Northanger Abbey.
 - Bronte, Charlotte. Jane Eyre.
 - Burgess, Anthony. A Clockwork Orange.
 - Calvino, Italo. If On A Winter's Night A Traveller.
 - Conrad, Joseph. Heart of Darkness.
 - Dickens, Charles. Hard Times.
 - Duff, Alan. Once Were Warriors.
 - Erdrich, Louise. The Plague of Doves.
 - Forster, E.M. A Room with a View.
 - Hemingway, Ernest. A Farewell to Arms.
 - Kerouac, Jack. On the Road.
 - Kesey, Ken. One Flew Over the Cuckoo's Nest.
 - Lawrence, D.H. Sons and Lovers.
 - Le Guin, Ursula. The Left Hand of Darkness.
 - Martell, Yann. The Life of Pi.
 - McDonagh, Michael. The Lietenant of Inishmore.
 - McEwan, Ian. Enduring Love.
 - Osborne, John. Look Back In Anger.
 - Parks, Suzan-Lori. Fucking A.
 - Pinter, Harold. The Caretaker.
 - Rhys, Jean. Wide Sargasso Sea.
 - Shaffer, Peter. Amadeus; The Royal Hunt of the Sun.
 - Shakespeare, William. Hamlet ; King Lear; Othello.
 - Shaw, George Bernard. Pygmalion.
 - Stoker, Bram. Dracula.
 - Stoppard, Tom. Rosencrantz and Guildenstern are Dead.
 - Swift, Jonathan. Gulliver's Travels.
 - Wilde, Oscar. The Picture of Dorian Gray.