



Enseignement secondaire		
Classes internationales		
	Régime anglophone	
Anglais		
Programme		
4IEC		
Leçons hebdomadaires: 5		
Langue véhiculaire: anglais		
Nombre minimal de devoirs par trimestre: 3, including 1 oral		

Description

The course introduces learners to key aspects of literary analysis. The students will learn how to construct /write a literary essay in the appropriate academic style. They will also learn to identify, analyse and interpret literary devices and key features of language (close reading techniques). The course introduces students to various genres of literature in English and includes diverse learning activities and methodological approaches. The 4IEC will continue and enhance the skills acquired in the 3 previous years (7e-5e); however literary analysis and criticism will to some extent begin from zero (though at an accelerated pace), as this year also functions as a bridge for potential students from the Luxembourgish system. Nevertheless, the course is also highly demanding for students who have been enrolled in the lower IB preparation years.

Pre-Requisites

Learners need to have achieved B2 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.

Aims of the course

- prepare students for competences required for grade 11 and the IBDP (grades 12 & 13).
- familiarise them with the basics of stylistics and literary criticism and analysis.
- introduce them to various literary genres and texts in a socio-cultural and historical context.
- coach them to become autonomous learners.
- improve their critical approach to a large array of sources.



Course components

- A systematic approach to various genres of literature and how to analyse literary texts.
- A study of a number of novels, short stories, poems and plays appropriate to their level and ZPD.
- improvement of oral and written skills through systematic, precise and constructive feedback and remedial work.

Research Essay

All 10th grade students must complete a **Research Essay** in English literature, which holds a place of special importance in the framework of Pre-IB curricula. 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 the final mark in term 3. The English teacher of grade 10 coordinates this project.

The Research Essay is – partly - a personal project, an opportunity to explore a topic, to create something unique, to display the skills, attitudes and knowledge the student has developed over 10th grade and previous years and to apply them to the chosen goal. 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. Authenticity (not plagiarism) is of paramount importance and the student will be required to sign a document stating that it is entirely his or her own work.

Assessment

- Classical written tests consisting of critical unseen text commentaries or comparative / argumentative essays based on coursework, preparing for the DP components Paper One (unknown commentary) and Paper Two (comparative literary essay).
- Oral presentations preparing for the DP component of the Individual Oral.
- Testing based on portfolio teaching; activities including the skills required for Extended Essay writing in the DP.
- Testing will be assessed according to the marking grids officially used by the MYP or adapted from the DP grids.



Course materials:

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.
Adiga, Aravind. The White Tiger.
Barker, Pat. Regeneration.
Barry, Sebastian. A Long Long Way.
Donovan, Gerard. Julius Winsome – A Novel.
Gaines, Ernest J. A Lesson Before Dying.
Greene, Graham. Our Man in Havana; The Quiet American
Grenville, Kate. The Secret River.
Hemingway, Ernest. A Farewell to Arms.
Huxley, Aldous. Brave New World.
Hyland, M-J. How the Light gets in.
Lowry, Lois. The Giver.
Miller, Arthur. The Crucible.
Orwell, George. 1984.
Russell, Willy. Educating Rita.
Salinger, J.D. The Catcher in the Rye
Shelley, Mary. Frankenstein.
Shusterman, Neil. Unwind.
Steinbeck, John. Of Mice and Men; Cannery Row.
Vonnegut, Kurt. Slaughterhouse Five.
Winton, Tim. Breath
Zamyatin, Yevgeny. We.
Zusak, Markus. The Book Thief.