



# Literature and performance guide

First examinations 2013

This document explains the major features of the course, and outlines the syllabus and assessment requirements.

More detailed information about the course can be obtained by referring to the guide for this subject, which is available on the subject page of the IB online curriculum centre (OCC) website (<http://occ.ibo.org>) and can also be purchased from the IB store (<http://store.ibo.org>).

# Nature of the subject

This course is an interdisciplinary synthesis of language A and theatre. It incorporates essential elements of literature and performance and aims to explore the dynamic relationship between the two. At the heart of the course is this interaction between (i) a conventional literary emphasis on close reading, critical writing and discussion and (ii) the practical, aesthetic and symbolic elements of performance. A distinctive outcome of this “marriage” is the performance of a piece *transformed* from poetry or prose. In this exciting, creative process text is viewed from different angles in a way that goes beyond what is characteristic of either literary or theatre studies as single disciplines.

The course as a whole examines literary and dramatic texts and seeks to develop intellect, imagination and creativity. It encourages intercultural awareness through a study of texts from more than one culture.

## Prior learning

There are no formal requirements for students undertaking the group 1 courses. Students who take these courses will often have varied language profiles and may be multilingual. While it is recommended that students have had experience of writing critical essays about texts and involving themselves in performance work, not having done so should not exclude them from studying literature and performance. Schools should refer to the IB document *Learning in a language other than mother tongue in IB programmes*, available on the OCC, for support.

Each course offers the opportunity for continued language development and the acquisition of a range of skills including, for example, textual analysis and the expression of literary appreciation. The choice of the specific group 1 course will depend on the students’ and teacher’s interests and the students’ future educational plans.

## Links to the Middle Years Programme

In the IB Middle Years Programme (MYP) language A provides a balance between language and literature where students develop an appreciation of the nature, power and beauty of language and literature, and of the many influences on language and literature globally. Language A courses develop linguistic and literary understanding and skills through the study of a broad range of genres and world literature, as well as language learning in context. The study of one or more languages A enables students to work towards their full linguistic potential. Gaining an understanding that language and literature are creative processes encourages the development of imagination and creativity through self-expression. In addition to this, literature and performance is linked to the work students may undertake in drama in the arts group of the MYP.

The Diploma Programme literature and performance course builds on this foundation and gives students opportunities to explore the way performance broadens the creative expression of literature. While it is not simply a language acquisition course, it aims to ensure the continuing development of a student’s powers of expression and understanding in a variety of language domains.

# Aims

## Group 1 aims

The aims of **language A: literature** and **language A: language and literature** at SL and HL, and of **literature and performance** at SL are to:

1. introduce students to a range of texts from different periods, styles and genres
2. develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections
3. develop the students' powers of expression, both in oral and written communication
4. encourage students to recognize the importance of the contexts in which texts are written and received
5. encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning
6. encourage students to appreciate the formal, stylistic and aesthetic qualities of texts
7. promote in students an enjoyment of, and lifelong interest in, language and literature.

As an interdisciplinary subject, literature and performance also shares the aims of group 6, which are recorded below.

## Group 6 aims

The aims of all subjects in **group 6, the arts** are to enable students to:

1. enjoy lifelong engagement with the arts
2. become informed, reflective and critical practitioners in the arts
3. understand the dynamic and changing nature of the arts
4. explore and value the diversity of the arts across time, place and cultures
5. express ideas with confidence and competence
6. develop perceptual and analytical skills.

## Literature and performance aims

In addition, the aims of the **literature and performance course** are to:

1. equip students with the skills to explore critically and imaginatively a range of literary texts and performance possibilities
2. develop in students the ability to articulate their responses to literature and performance in a variety of styles and contexts
3. introduce students to a range of performance skills
4. broaden the perspectives of students through the exploration of texts from differing cultures, periods and genres
5. foster a personal and passionate engagement with literature and performance, and by so doing guide students towards a better understanding of themselves and the world.

# Assessment objectives

There are four assessment objectives for the literature and performance course.

1. Knowledge and understanding of texts from different genres and cultures
  - Demonstrate knowledge and understanding of a range of texts and performances
  - Demonstrate an understanding of structure, technique and style
  - Demonstrate an ability to substantiate the points made through appropriate reference to texts
2. Awareness and understanding of literary techniques and performance potential
  - Demonstrate an ability to identify and evaluate the use and effect of literary techniques and performance potential in texts
  - Demonstrate an ability to use the relevant terminology in the analysis and appreciation of the texts studied
  - Demonstrate an ability to realize the performance potential in a text
3. Commitment and ability as performers
  - Demonstrate an understanding of performance skills
  - Show the necessary commitment in developing and presenting performance
  - Demonstrate an ability to express ideas, emotion, character and atmosphere through performance
4. Ability to speak and write effectively about texts and performances
  - Demonstrate an ability to express ideas clearly and in an appropriate register
  - Use the oral and written forms of the language in a range of styles, registers and situations
  - Demonstrate an ability to discuss and analyse texts and their performance potential in a focused and logical manner

# Syllabus outline

Syllabus component	Teaching hours
	SL
<p><b>Part 1: Critical study of texts</b></p> <ul style="list-style-type: none"> <li>• A range of literary texts are studied.</li> <li>• Students develop the skills to identify meaning and make viable interpretations.</li> <li>• Students analyse the effect of literary features.</li> <li>• Students write and speak appropriately about literature.</li> </ul>	50
<p><b>Part 2: Exploration of the chosen approach to the text</b></p> <ul style="list-style-type: none"> <li>• Texts are explored in terms of their performance potential.</li> <li>• Students generate ideas for the transformation of prose and poetry texts into dramatic form.</li> <li>• Students speak and write appropriately about their ideas.</li> </ul>	40
<p><b>Part 3: Realization of texts in performance</b></p> <ul style="list-style-type: none"> <li>• Students develop the skills to prepare their own pieces for performance, and to perform scripted drama.</li> <li>• Students perform to an audience.</li> <li>• Students analyse and evaluate performance through appropriate speech and writing.</li> </ul>	60
<b>Total teaching hours</b>	<b>150</b>

# Assessment outline

## First examinations 2013

Assessment component	Weighting
<p><b>External assessment (3 hours)</b></p> <p><b>Paper 1: Prose and performance (1 hour 30 minutes)</b> Students answer one essay question from a choice of three concerned with issues involved in dramatizing a novel. (20 marks)</p> <p><b>Paper 2: Poetry (1 hour 30 minutes)</b> Students answer one comparative essay question from a choice of six. (25 marks)</p> <p><b>Written coursework: Major playwrights in performance</b> Students produce one piece of writing that incorporates critical analysis of the realization of an extract or a series of linked extracts from a play by a playwright listed on the PLA, as well as reflection on the student's performance in a staged interpretation of it. (20 marks) The written coursework must be 1,500–2,000 words in length.</p>	<p><b>60%</b></p> <p><b>20%</b></p> <p><b>20%</b></p> <p><b>20%</b></p>
<p><b>Internal assessment (20 minutes)</b> This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. The internal assessment component has two compulsory parts.</p> <p><b>Performance (5 minutes) and individual oral presentation (15 minutes)</b> (40 marks) Students present one performance during the course. This must be a transformation based on one or more of the poetry and prose texts studied in class. It must not be based on the texts studied for papers 1 and 2. The individual oral is a structured presentation about this performance.</p>	<p><b>40%</b></p>
<p><b>Internal assessment</b> This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p><b>Individual oral commentary</b> Students comment on an extract from a literary text studied in part 4 of the course. (30 marks) Students are given two guiding questions.</p> <p><b>Further oral activity</b> Students complete at least two further oral activities, one based on part 1 and one based on part 2 of the course. The mark of one further oral activity is submitted for final assessment. (30 marks)</p>	<p><b>30%</b></p> <p><b>15%</b></p> <p><b>15%</b></p>