



Ecole Internationale Provence-Alpes-Côte d'Azur



Forward Planning

Long-Term Semester Planning

Academic Year: 2020-2021

Class: S7

Subject: English L1

Teacher: Renée Greyling

No. Students 18

Curriculum – Long-Term Planning 2020-2021

| Date | Learning Objectives | Activities | Resources | Key Competences* | Learning Outcomes / Assessment |
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| 01/09/20 – 16/10/20 (Toussaint holidays) | <p>With regard to the four <u>theme-based set texts</u>, the following objectives will be pursued:</p> <p>Guiding the student towards an independent, mature and persuasive overview of theme and texts, or set text and linked author/genre, with convincing, fruitful links and/or contrasts; cogent, reasoned analysis of subject-</p> | <p>Shakespeare workshop with professional actors: Othello in its historical context, with focus on the theme of <i>The power of love</i></p> <p>Ongoing class discussions and analysis of plot, character, theme and language.</p> <p>Film study: <i>Othello</i>.</p> | <p>Othello William Shakespeare (ArdenThird Series, 2016) ISBN 9781472571762</p> | 1 2 5 6 8 | <p>Critical analysis/ appreciation of prescribed texts. Advanced practical criticism to include techniques and effects in all works studied, all in the context of the set theme: <i>The power of love</i>.</p> <p>Analyses of unseen, non-fiction, non-literary texts and poems from different periods/genres/media. The emphasis will be on content and style, and the effect on the reader.</p> <p>Discursive essay writing</p> |
| 02/11/20- 18/12/20 (Christmas) | | <p>Individual presentation of poems by students followed by detailed class discussion. Focus</p> | <p>Selected Poems WB Yeats (Everyman, 1997) ISBN 9780460879026</p> | 1 3 4 5 6 7 | |

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| <p>04/01/21– 19/02/21 (Winter holidays)</p> <p>08/03/21 – 23/04/21 (Easter holidays)</p> | <p>matter/themes, language and structures which include:</p> <ul style="list-style-type: none"> insightful response to subtleties and implicit meanings in texts, with difficulties confronted and explained effectively successful evaluation of the effects and impact of structure, author/genre-specific features and language choices plausible alternative | <p>on content, style, and theme.</p> <p>Individual presentation of poems by students followed by detailed class discussion. Focus on content, style, and theme.</p> <p><i>Pride and Prejudice</i>: Ongoing class discussion and analysis of character, theme, plot and language.</p> <p>Guided reading.</p> <p>Film study: <i>Pride and Prejudice</i></p> <p><i>Testament of Youth</i> : Ongoing class discussions with focus on character, theme, plot and language</p> | <p><i>Selected Poems</i> WB Yeats (Everyman, 1997) ISBN 9780460879026</p> <p><i>Pride and Prejudice</i> Jane Austen (Oxford World Classics, 2008) ISBN 9780199535569</p> <p><i>Testament of Youth</i> Vera Brittain (Virago 2018) ISBN 9780349010274</p> | <p>8</p> <p>1 2 5 6 7 8</p> <p>1 2 5 6 8</p> | <p>Oral critique of texts in preparation for the EB oral examination</p> |
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| <p>10/05/21 – end of school year</p> <p>ONGOING</p> | <p><i>interpretations of writers' methods, intentions and purposes</i></p> <ul style="list-style-type: none"> ● <i>evaluating the significance of social, cultural and historical contexts</i> <p>With regard to <u>unseen poetry and non fiction, non-literary texts</u>, the following objectives will be pursued:</p> <p>Guiding the student towards an independent, mature and persuasive</p> | <p>Film study: <i>Testament of Youth</i></p> <p>REVISION OF TEXTS FOR END OF YEAR EXAMS</p> | <p><i>Analyses of a wide selection of unseen non-literary texts and poems (provided by the teacher) throughout the year, with focus on content, style, and the effect on the</i></p> | | |
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| | <p>overview of theme and texts, or set text and linked author/genre, with convincing, fruitful links and/or contrasts; cogent, reasoned analysis of subject-matter/themes, language and structures</p> <p><i>which include:</i></p> <ul style="list-style-type: none"> ● <i>insightful response to subtleties and implicit meanings in texts, with difficulties confronted and explained effectively</i> ● <i>successful evaluation of the effects and</i> | | <p><i>reader.</i></p> | | |
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| | <p><i>impact of structure, author/genre-specific features and language choices</i></p> <ul style="list-style-type: none">● <i>plausible alternative interpretations of writers' methods, intentions and purposes</i>● <i>evaluating the significance of social, cultural and historical contexts</i> | | | | |
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* Link to 8 key competences:

- 1.Literacy (reading and writing)
- 2.Multilingualism
- 3.Mathematics, Science, Technology and Engineering
- 4.Digital
- 5.Personal, Social and Learning to Learn
- 6.Citizenship
- 7.Entrepreneurship
- 8.Cultural Awareness and Expression

PRESENTATION AND OBJECTIVES

The L1 English course follows the syllabus laid down by the Board of governors of the European Schools. This can be found on the school web-site.

Assessment is in the form of classwork and examinations. Part-examinations are taken in January and June.

The final examination comprises a written paper as well as an oral examination.

At the end of this document you will find an extract from the *Vade Mecum*, a “working document” designed to guide teachers. Detailed information on both the written and oral examination is included in this document.

Each year the year 7 students study set texts linked by a theme. This year the theme is ‘*The Power of Love*’. There are 4 set texts- Drama (Shakespeare), Poetry (WB Yeats) and Prose (Austen and Brittain). Alongside the study of these main texts, students will study critical appreciation.



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The set texts are:

Pride and Prejudice

Jane Austen
(Oxford World Classics, 2008)
ISBN 9780199535569

Testament of Youth

Vera Brittain
(Virago 2018)
ISBN 9780349010274

*Selected Poems**

WB Yeats
(Everyman, 1997)
ISBN 9780460879026

Othello

William Shakespeare
(Arden Third Series, 2016)
ISBN 9781472571762

An extract from the Vade Mecum: “Section 3 The European Baccalaureate”



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English LI

Course content – Cycle 3

This section relates to the official syllabus.

In-class assessment

In LI, there are end of semester examinations which alone determine the B mark. These examinations are set by teachers to test the areas of the syllabus which they have covered to date.. The S7 Part Exam is often used as a 'mock' EB examination. There are no harmonised requirements for these examinations.

Summative assessment - the EB written examination

The written examination assesses the candidate's ability to comprehend, interpret and make a personal response to texts, using - specific literary knowledge and understanding, and to use fluent and precise written expression when presenting complex ideas. There is a set theme, for which a number of texts are specified, from which the selection of passages for use in the oral examination will also be made.

Examination duration is 240 minutes; there are three compulsory questions:

1. Question 1 requires the candidate to write a critical commentary on one or two previously *unprepared* poems, responding to content and style. *30 marks are allocated to this question.*



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2. Question 2 requires the candidate to write a critical commentary on one or two previously *unprepared* passages of non-fiction prose, responding to content and style. *30 marks are allocated to this question.*
 - *the poems and passages used in Questions 1 and 2 are not theme based;*
 - *if there is one poem in Question 1, comparison of two passages will normally be required in Question 2; if candidates are required to compare two poems in Question 1, a single prose passage will normally be set in Question 2.*
1. Question 3 offers the candidate a choice of *one from two* essays on the set theme, requiring detailed reference to *at least two* texts studied during S6–S7. 40 marks are allocated to this question. *One question will normally be based on a quotation.*

The length of the poetry text(s) in question 1 will take account of complexity of demand, and of the need for comparison if two texts are set; the prose passage(s) in question 2 will be about 650–750 words in total, depending on the structure and/or complexity of the passage(s) and whether comparison is required. Annotations of words, expressions and facts which are not expected to be known to candidates may be provided, but will be kept to a minimum.

It should be noted that this examination assesses both reading and writing. Marks are awarded for correct spelling, punctuation and grammar and for cogency and coherence in the structure of written answers, as well as for the candidate's literary knowledge and critical understanding shown in response to the set texts and theme.

As noted above, the examination in 2018, 2019 and 2020 will be marked using the current revised assessment grids before the implementation of the new marking scale in the 2021 examination, for which the assessment grids will be further revised.

The oral examination in LI/LIA

This component is common to the both courses. There is no distinction in the degree of difficulty between LI and LIA, as these are parallel courses with different, but equivalent, demands.



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The oral examination assesses the candidate's ability to talk coherently and in detail about a passage chosen at random from one of the set texts studied in class. Candidates are expected to communicate an analytic and personal response to the passage, incorporating appropriate knowledge and understanding (e.g. of its linguistic and literary features, and of any relevant social, cultural and historical background). They will also be asked to talk about texts they have encountered during the course, both in school and in their personal reading, where these can be related to aspects of the examination text.

Oral examination passages are selected from *any part of any of the four texts set* for LI; for LIA, the oral examination passages may be selected from *any part of any of the four texts set for study in relation to the theme*, but *not* from the set text studied in detail for question 1 in the written examination;

The UK inspector issues updated guidelines and reminders for the oral examinations annually; these are normally tabled and discussed at the Coordinators' meeting in the autumn before the examination.

It is a requirement to include, at the end of each text, three questions that will prompt and encourage candidates to analyse language and other literary features, irrespective of whether texts are fiction or non-fiction. These prompts should include clear direction to candidates to comment on aspects of the writer's style and how this affects the reader. Examples might be:

- Present a brief overall commentary on the passage, paying attention to main features of its content.
- What do you learn about the main character/main theme here and how do you react to the ways in which the writer presents him/her/it?
- What impact does this passage have on you/How effective do you find the writer's use of humour/imagery/statistics, etc.?
- How does this text relate to others you have read during the Bac course?

Conduct of the examination



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A passage is chosen at random 20 minutes before the start of each candidate's examination to allow for preparation, guided by the three questions that follow the extract. Each oral examination lasts 20 minutes, with an additional 5 minutes for the marking which will take place immediately after each examination. The examination comprises two linked parts. Candidates should:

- develop an interpretation of the passage (guided by, but not restricted to, the prompts/questions), lasting for between 5 and 10 minutes; they may be asked to read a short part of the passage at the start if this is felt to be helpful, e.g. in 'settling' the candidate;
- engage with examiners in a dialogue about the passage, the candidate's response and his/her wider personal reading, including (in the case of L1A candidates) their projects and/or extended essays, where appropriate.

Candidates are allowed to ask the meanings of difficult words without prejudice and, during the examination, may use the text and refer to any notes made during the preparation period. Any intervention by the teacher or the external examiner should be of a helpful nature; the aim of all questions should be to allow candidates to demonstrate their understanding and their ability to communicate this effectively, rather than to 'catch them out' in misinterpretation or to 'interrogate' them in a confrontational or aggressive manner.

The ES website has regulations and guidance on the roles of teacher and external examiner, including how to arrive at an agreed mark for each candidate concerning the conduct/implementation of the EB examinations.