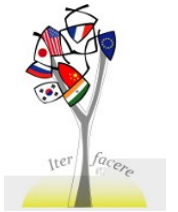




Ecole Internationale Provence-Alpes-Côte d'Azur



Forward Planning

Long-Term Semester Planning

Academic Year: 2020-2021

Class: S7

Subject: English L1A

Teacher: Anne Wraith

No. Students: 2

Curriculum – Long-Term Planning 2020-2021

Date	Learning Objectives	Activities	Resources	Key Competences*	Learning Outcomes / Assessment
<p>First four weeks of September</p> <p>Beginning October until February holidays 2021</p>	<p>With regard to the quality of reading of the main set text and the four paired set texts, the following objectives will be pursued:</p> <p>Guiding the students 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-matter/themes, language and structures which may 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 	<p>Oral revision of two paired texts.</p> <p>Student presentations of selected chapters and comparative study between texts</p> <p>Interactive selected text comparisons and creation of revision Padlets</p> <p>The theme of madness explored through different media and selected literary and non-literary texts.</p> <p>Presentations on madness in Shakespeare's time and influence</p>	<p>Great Expectations Charles Dickens (Penguin Classics, 2002) ISBN 9780141439563 +</p> <p>• I Know Why the Caged Bird Sings Maya Angelou (Virago, 2010) ISBN 9780860685111</p> <p>King Lear William Shakespeare (Arden Third Series 1997) ISBN 9781903436592</p>	<p>1 3 4 5 6 8</p> <p>1 3 4 5 6 8</p>	<p>Critical appreciation in relation to all texts studied throughout the year:</p> <p>Advanced practical criticism, e.g. of techniques and effects in a wide variety of fiction (the prescribed texts in terms of language and style of paired texts, and the common theme of madness running through main set text and students' own reading)</p> <p>Non-fiction, non-literary texts from different periods/genres/media</p> <p>Discursive essay writing</p>

<p>Beginning March-end April</p>	<p>language choices</p> <ul style="list-style-type: none"> ● plausible alternative interpretations of writers' methods, intentions and purposes ● evaluating the significance of social, cultural and historical contexts <p>With regard to the quality of reading response to an <u>non-literary text</u>, the following objectives will be pursued:</p> <p>Guiding the students 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-matter/themes, language and structures which may include:</p> <ul style="list-style-type: none"> ● insightful response to subtleties and implicit meanings in texts, with difficulties confronted and 	<p>on his work Close study of main text with special emphasis of key scenes relating to theme.</p> <p>Revision of The Wasteland through spoken word and visual representations</p> <p>Individual presentation of Canterbury Tales and comparison with The Wasteland</p>	<p>The Canterbury Tales** Geoffrey Chaucer (Penguin Classics, 2003) ISBN 9780140424386</p> <p>The Wasteland and other poems by TS Eliot, Sirius 2018 ISBN 9781788886567</p>	<p>1 3 4 5 6 8</p>	<p>Oral critique of texts in preparation for the EB oral examination</p>
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May – end
of school
year

ONGOING

- explained effectively
- successful evaluation of the effects and impact of structure, author/genre-specific features and language choices
- plausible alternative interpretations of writers' methods, intentions and purposes

With regard to the quality of reading response to selected text (and references to themes/other texts as appropriate) the following objectives will be pursued;

Guiding the student towards an independent, mature and persuasive overview of the text; cogent, reasoned analysis of subject matter/themes, language and structure which may include:

- insightful response to subtleties and implicit meanings in the text, with difficulties confronted and explained effectively

Ongoing class discussions and presentations

REVISION OF
TEXTS FOR END
OF YEAR EXAMS

*A wide selection of
unseen non-
literary texts and
poems to be
provided by the
teacher throughout
the year.*

1
5
6
8



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|--|--|--|--|--|--|
| | <ul style="list-style-type: none">• successful evaluation of the effects and impact of genre-specific features and language choices• plausible alternative interpretations of a writer's methods, intentions and purposes• relevant, wide-ranging references to theme/other texts studied; evaluating the significance of social, cultural and historical contexts | | | | |
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Ecole Internationale Provence-Alpes-Côte d'Azur



* 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 L1A 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”, based on the syllabus, and designed to guide teachers. Detailed information on both the written and oral examination is included in this document.



Ecole Internationale Provence-Alpes-Côte d'Azur



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

English LIA

In S7, as well as researching and producing an extended literary essay, chosen in discussion with the teacher and individually produced, students will concentrate on the in-depth study of one particular text and associated texts for Part 1 of the written EB examination, and of other set texts.

Course content – Cycle 3

This section relates to the official syllabus which can be found here <https://www.eurisc.eu/syllabuses/forms/syllabuses.aspx>

In-class assessment

Students following the LIA course attend LI classes. The assessment of students' attainment and progress in LIA will be the same as for LI students in S6, although the S7 Part Baccalaureate examination includes tasks specific to the LIA syllabus.

In LIA, 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.

For the 2021 examination onwards, there is no longer a theme for study in LIA, but candidates instead study two pairs of texts.



Ecole Internationale Provence-Alpes-Côte d'Azur



The LIA EB written examination (2021 onwards)

The written examination lasts for 240 minutes and comprises three compulsory questions:

1. Part 1 requires the candidate to write a critical commentary on a passage from the specified text studied in depth and to relate it both to the whole text and to associated works; 40 marks are allocated to this question.
2. Part 2 requires the candidate to choose of one of two essays on the two sets of paired texts (texts that cover the two genres not represented in Part 1). Questions are not theme-based, but will relate to a number of broad literary approaches. One choice will normally be based on a fully sourced quotation; 40 marks are allocated to this question.
3. Part 3 requires the candidate to write a critical commentary on a previously *unprepared* passage of non-fiction/non-literary prose, responding to content and style and the author's success in proposing an argument; 20 marks are allocated to this question.

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.

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. Further details are in the relevant syllabus for each course.

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, and about their individual projects in L1A.



Ecole Internationale Provence-Alpes-Côte d'Azur



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?



Ecole Internationale Provence-Alpes-Côte d'Azur



Conduct of the examination

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.