



Ecole Internationale Provence-Alpes-Côte d'Azur



Forward Planning

Long-Term Semester Planning

Academic Year: 2022-23

Class: S7

Subject: English L1

Teacher: Anne Wraith

No. Students: 20

Curriculum – Long-Term Planning 2020-2021

Date	Learning Objectives	Activities	Resources	Key Competences*	Learning Outcomes / Assessment
September to October 2022	Recognising rhetorical devices used by authors in non-fiction texts to persuade the reader to his/her point of view.	Guided and non-guided reading of a selection of non-fiction texts on a variety of subjects.	Guardian.com.uk	1 3 4 5 6 8	<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 and non-fiction (the prescribed texts and other selected works from the suggested list)</p>
Beginning October until November 2022	Poetry comparisons using set poems on the theme of Ambition	Oral presentations	The Shadow of a Dream anthology (poems supplied by teacher)	1 3 4 5 6 8	
November 2022 to February 2023	Understanding political, historical and social background of work.	Group writing workshops Close study of main text with special emphasis of key scenes relating to theme. Oral passage presentations.	Julius Caesar by William Shakespeare		

<p>March/April 2023</p> <p>May – end of school year</p>	<p>Investigating plot and character development and relating it to the set theme</p> <p>Language and theme study of key scenes</p> <p>Building a quotation bank relevant to the theme</p> <p>General theme-based study of novel in relation to characters and plot.</p> <p>REVISION AND PREPARATION FOR EXAMINATION PERIOD</p>	<p>Independent reading and in-class discussion groups</p>	<p>Frankenstein by Mary Shelley</p> <p>REVISION OF TEXTS</p>	<p>1 3 4 5 6 8</p> <p>1 3 4 5 6 8</p> <p>1 5 6 8</p>	<p>Discursive essay writing</p> <p>Theme-based essay writing</p> <p>Critical commentaries</p> <p>Poetry comparison</p> <p>Oral critique of poems and text passages in preparation for the EB oral examination</p> <p>Oral presentation of short passages</p>
---	--	---	--	--	--

STUDENTS WILL BE GUIDED TO RESPOND TO SET TEXTS AS FOLLOWS:

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:

- *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 interpretations of writers' methods, intentions and purposes*
- *evaluating the significance of relevant social, cultural and historical contexts*

STUDENTS WILL BE GUIDED TO RESPOND TO UNSEEN TEXTS AS FOLLOWS:

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*
- *successful evaluation of the effects and impact of structure, genre-specific features and language choices*
- *plausible alternative interpretations of a writer's methods, intentions and purposes*

* 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



Ecole Internationale Provence-Alpes-Côte d'Azur



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

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 S6 examination is likely to include some response to an unprepared text and an element of literary comparison, in preparation for continuing studies in S7. 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.*



2. Question 2 requires the candidate to write a critical commentary on one previously *unprepared* passage 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;*
3. 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.

The oral examination in LI/L1A

This component is common to the both courses. There is no distinction in the degree of difficulty between LI and L1A, 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 an unseen passage, text or poem chosen at random. 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



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

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;



Ecole Internationale Provence-Alpes-Côte d'Azur



- 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.

SET TEXTS

Novel

Great Expectations

Charles Dickens

The Penguin English Library

ISBN 9780141198897

Play

Julius Caesar

William Shakespeare

The Arden Shakespeare

ISBN 9781903436219

Literary Non-Fiction

Why Be Happy When You Could Be Normal?

Jeanette Winterson

Grove Press

ISBN 9780802120878