



Katedralskolan Skara IB Diploma Programme



Swedish A Literature SL/HL

General course description

The study of Literature is the study of human experiences. Few other disciplines offer a possibility to encounter such a wide range of human occupations and experiences. A course can only give examples of this. Any literature course must therefore have as its main focus to promote in the student a lifelong interest in literature and encourage a personal appreciation of reading.

The teaching and assessment of this literature course will be conducted in Swedish. Thereby it gives the students an opportunity to develop their abilities to express ideas in both written and oral communication in their “first language”. Furthermore this course both focuses on the literary heritage of the Swedish language and provides international awareness through the study of literature in translation. By comparing literary works of different time periods, genres, styles and cultures the students can develop a respect for perspectives different from their own.

As for all IB courses the values of the Mission Statement are central. In the classroom practises this course aims to encourage the students to develop into the learners described in the IB Learner Profile. To be able to promote the ability to form independent literary judgments students must be encouraged to be genuine inquirers, to take intellectual risks, to discuss ethical issues that arise and to be empathic, compassionate and respectful towards each other.

Topics:

The Higher Level course consists of 13 literary works to be studied. The Standard Level course consists of 10 literary works to be studied. Both courses are divided into four compulsory parts as follows:

Part 1 Works in translation	3 works HL / 2 works SL	(65/40 hours)
Euripides	Medea	(Classical greek - Drama) HL/SL
Rhys, Jean	Sargassohavet	(English- Novel) HL
Satrapi, Marjane	Persepolis	(French – Graphic novel) HL/SL

These works are chosen from the titles in the prescribed literature in translation list (PLT). They are written in different time periods, genres, cultural environments and languages. There are rich opportunities for the students to reflect on cultural differences and the fact that culture is not merely connected to geographical areas but also is time bound. The drama Medea takes place in Europe, but in a time that differs significantly from ours. In Sargassohavet (Wide Sargasso Sea) life in the West Indies is depicted during a period where



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old hierarchies are turned up-side down and old values are questioned. Persepolis takes place in a time close to ours, but in a country torn by revolution and war, and still the novel partly focuses on the fact that this could happen everywhere. Concepts such as post-colonialism, feminism, revenge, resistance and identity are central in these texts.

For each of the books the students explore the cultural and contextual background of the work during interactive orals led by students. Every student then writes reflective statements where they describe how their understanding of the work develops through these discussions. For each book there is also a supervised writing where the students can choose from different prompts to explore one aspect of the book. Finally the students choose to continue working with one of the books, developing the supervised writing into an essay title. The student is to submit one essay and one reflective statement taken from the same work during this part.

Part 2 Detailed study 3 works (HL)/ 2 works (SL) (65/40 hours)

Bellman, C M Fredmans epistlar	(Poetry)	HL/SL
Söderberg, Hjalmar Historietter	(Short story)	HL/SL
Strindberg, August Fröken Julie	(Drama)	HL

These books are studied in detail and represent different genres. All works are chosen from the prescribed list of authors (PLA) for the language being studied. The detailed study of these works through close reading and in-depth analysis gives the students insight in different possible interpretations and critical perspectives and thereby equip them with the proper tools to form their own personal responses. Oral activities play an important role in this part of the course and the works chosen give excellent opportunities to present, discuss and analyse literature orally.

This part is orally performed, internally assessed and externally moderated through the Individual oral commentary.

Part 3 Literary genres 4 works (HL)/ 3 works (SL) (65/40 hours)

Axelsson, Majgull	Långt borta från Nifelheim	(Novel)	HL/SL
Boye, Karin	Kallocain	(Novel)	HL/SL
Fredriksson, Marianne	Simon och ekarna	(Novel)	HL/SL
Hermansson, Marie	Musselstranden	(Novel)	HL

These works taken from the PLA represent the same genre. The focus of this part is on genre conventions. Besides representing the same genre these works can be compared based on aspects such as gender (all the authors are female), themes, styles and techniques. In focus is



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how and with what effects the authors have written these books. An interesting cross-cultural perspective to be studied is the conditions of women in different time periods and environments – both the women writers and the women portrayed in their novels. There are also rich opportunities to explore how these different authors choose to depict Swedish 20th century modern history, a time period that has formed society as we know it today.

This part will be assessed in the final examination, paper 2, which is a comparative essay.

Part 4 Options 3 works (HL)/ 3 works (SL) (45/30 hours)

20 th Century Swedish Poets	Selected poems	(Poems)
Niemi, Mikael	Populärmusik från Vittula	(Novel)
Shakespeare, William	Romeo och Julia	(Drama)

The books for this part can be freely chosen in any combination. This part will be the first part studied in the course. The books represent the three major literary genres and give an opportunity to, at the beginning of the course, learn more about the terminology and specific demands of analyzing the different genres. We also use different film versions of two of the works to explore and compare to the written text.

This part is orally performed and internally assessed and externally moderated through the Individual oral presentation.

Methods

Since the aim of the course is to develop the students' skills when it comes to analyzing different types of literature both orally and in writing it is important that they meet different kinds of tasks. We therefore work with different methods in the classroom: lectures, individual and group studies, group and class discussions, training in the skills of detailed textual criticism of poetry and prose extracts, training in written and oral communication in a variety of styles and situations, peer response and drama exercises. The students meet different methods of analyzing and different interpretations and are encouraged to form their own independent ideas and interpretations. We use different kinds of sources as academic papers, literary magazines, internet sources and the class also gets a literary blog as one of their tools.

In this course there are rich possibilities to work with the values of the IB learner profile. An independent approach to literary analysis encourages the students to be risk-taking when it comes to exploring new ideas, to be open-minded to new ways of looking at the texts. At the



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same time they need to be reflective and balanced, since they always need to bring forward proof from the texts and carefully put their interpretations to the test. When meeting different interpretations in class it is also important to be both open-minded and caring, when discussing with as well as giving peer response to the fellow class-mates.

There are obvious connections between ToK and the literature studies. Since literature is concerned with our conceptions of the world and offers numerous opportunities to develop a critical and clear thinking the study of language, perception, reason and emotion in ToK all apply exceptionally well to the literature course.

Assessment SL

External assessment

Paper 1: 20% of final grade
Literary analysis of one unseen text.

Paper 2: 25%
Essay on at least two works studied

Written assignment: 25%
Reflective statement and literary essay on one work studied

Internal Assessment:

Individual oral commentary: 15%
Formal oral commentary..

Individual oral presentation: 15%
Oral presentation in front of the class.

Assessment HL

External assessment

Paper 1: 20% of final grade
Literary commentary and analysis of one unseen text.



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Paper 2: 25%

Essay on at least two works studied

Written assignment: 25%

Reflective statement and literary essay on one work studied

Internal Assessment:

Individual oral commentary+discussion: 15%

Formal oral commentary and interview.

Individual oral presentation: 15%

Oral presentation in front of the class.

Course material

Literary works: Listed under Topics

Textbooks:

David, James, and Nic, Amy. *English Literature for the IB Diploma*. Cambridge

Gustafsson, Linda och Wivas, Uno. *Språket och berättelsen 3*. 2017. Gleerups

Markstedt, Carl-Johan, Eriksson, Sven: *Svenska impulser 3*, 2013. Sanoma utbildning

Tyson, Hannah, and Beverley, Mark. *English A: Literature – Course Companion*. Oxford

Additional: Various articles. Resources in library and on the Internet.

Various educational films, filmed lectures and filmed versions of the literary works used.

Teachers and emails:

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Further information

[Link to Diploma Programme Curriculum briefs](#)