

Diploma Programme subject outline—studies in language and literature

School name	Gymnázium, Šrobárova 1, Košice, Slovakia	School code	061626
Name of the DP subject <i>(indicate the language)</i>	Language A: Literature		
Level <i>(indicate with X)</i>	Higher <input checked="" type="checkbox"/>	Standard completed in two years <input checked="" type="checkbox"/>	Standard completed in one year * <input type="checkbox"/>
Name of the teacher who completed this outline	Markéta Andričíková	Date of IB training	March 04 -March 29,2023
Date when outline was completed	June 30, 2023	Name of workshop <i>(indicate name of subject and workshop category)</i>	Language A: Literature(generic) (Cat.1)

* All Diploma Programme courses are designed as two-year learning experiences. However, up to two standard level subjects, excluding languages ab initio and pilot subjects, can be completed in one year, according to conditions established in the *Diploma Programme Assessment procedures*.

1. Indicate the works chosen.

Language A: language and literature	
Standard level	Higher level
George Orwell: 1984 (novel)	George Orwell: 1984 (novel)
Ladislav Mňačko: Ako chutí moc (novel)	Ladislav Mňačko: Ako chutí moc (novel)
Milan Rúfus: Až dozrieme (poetry)	Milan Rúfus: Až dozrieme (poetry)
Miroslav Válek: Zakázaná láska (poetry)	Miroslav Válek: Zakázaná láska (poetry)
Albert Camus: Mor (novel)	Albert Camus: Mor (novel)
	Ivan Bukovčan: Kým kohút nezaspieva (drama)

Language A: literature	
Standard level	Higher level
Dušan Mitana: Psie dni (short stories)	D.Mitana: Psie dni (short stories)
	Guy de Maupassant: Miláčik a iné poviedky (short stories)
Gabriel Garcia Márquez: One hundred years of solitude (novel)	Gabrie Garcia Márquez: One hundred years of solitude (novel)
	Peter Jaroš: Tisícročná včela (novel)
Mila Haugová (F): Paradiso/Ricordare (poetry)	Mila Haugová (F): Paradiso/Ricordare (poetry)
Arthur Miller: Death of a Salesman (drama)	Arthur Miller: Death of a Salesman (drama)
Július Satinský: Milí moji Slováci (non-fiction; collection of essays)	Július Satinský: Milí moji Slováci (non-fiction; collection of essays)
	S. Beckett: Waiting for Godot (drama)
Milan Lasica a Július Satinský: Ako vzniká sliedka a všetky ďalšie hry (palimpsest, pastiche, drama)	Milan Lasica a Július Satinský: Ako vzniká sliedka a všetky ďalšie hry (palimpsest, pastiche, drama)

2. Course outline

- Use the following table to organize the topics to be taught in the course. If you need to include topics that cover other requirements you have to teach (for example, national syllabus), make sure that you do so in an integrated way, but also differentiate them using italics. Add as many rows as you need.
- This document should not be a day-by-day accounting of each unit. It is an outline showing how you will distribute the topics and the time to ensure that students are prepared to comply with the requirements of the subject.
- This outline should show how you will develop the teaching of the subject. It should reflect the individual nature of the course in your classroom and should not just be a “copy and paste” from the subject guide.
- If you will teach both higher and standard level, make sure that this is clearly identified in your outline.

Topic (make organizing principle of the course clear—areas of exploration, central concepts, inquiry questions or other) <i>State the topics in the order you are planning to teach them.</i>	Contents	Allocated time		Assessment instruments to be used	Resources <i>List the main resources to be used, including information technology if applicable.</i>
		One class is 45 minutes.	In one week there are SL :4 HL :6 classes.		
Reader – text – writer - relationships between literary texts, readers and writers as well as the nature of literature and its study - the investigation of the response of readers and the ways in which literary texts generate meaning - the development of personal and critical responses to the particulars aspects of literary texts	George Orwell: 1984 (novel) M.Rúfus: Až dozrieme (poetry) D.Mitana: Psie dni (short stories) Guy de Maupassant: Miláčik a iné poviedky (short stories) - HL	HL: 32 weeks/192 lessons/144 hours SL: 32 weeks/128 lessons/96 hours	Individual Oral, Class discussion, Presentations, Written tasks :Paper 1 Practice writing prompts Individual Oral,detailed analysis	Possible non-literary texts / bodies of work/ Analyses of artistic works, Lyrics, youtube videos, e.g. Newspaper articles, case studies, scientific papers etc. George Orwell: 1984. Grafický román. Adaptoval Matyáš Namai – prepojenie na vizuálne umenie (synkretické médium – text a obraz) George Orwell – A warning to mankind, documentary	

				<p>https://www.youtube.com/watch?v=yy-yWNvcSfAň Prepojenia na spoločenský a historický context</p> <p>1984 Tried to warn you https://www.youtube.com/watch?v=uZOWRbixDPw), prepojenie na súčasný dobový context</p> <p>Marjane Satrapi: Persepolis (graphic novel and film) - HL</p> <p>Antológia súčasnej slovenskej poézie Sprievodca dielami slovenskej a svetovej literatúry Youtube: Pozdrav mojím rodákom...od Milana Rúfusa –mojliptov.sk Martin Martinček – fotografie Radosť zo života: Martin Martinček (documentary)</p> <p>Audiobook: Dušan Mitana: Psie dni (https://audiopovedky.sk/autori/85/Dusan-Mitana)</p> <p>https://www.litcentrum.sk/autor/dusan-mitana/komplexna-charakteristika-tvorby</p> <p>Guy de Maupassant – Kulička, rozbor a životopis: https://www.youtube.com/watch?v=1kYYTgg77LM</p>
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				<p>5 disturbing tales by Guy de Maupassant: https://www.youtube.com/watch?v=-nOHTSxIBZc</p> <p>Životopisný film o Guy de Maupassantovi: Guy de Maupassant https://www.csfed.sk/film/41374-guy-de-maupassant/prehľad/ - HL</p>
<p>Time and space</p> <ul style="list-style-type: none"> - reflection of a range of historical and/or cultural perspectives - the contexts of literary texts and the variety of ways literary texts might both reflect and shape society at large - consideration of personal and cultural perspectives, the development of broader perspectives, and an awareness of the ways in which context is tied to meaning 	<p>M.Válek: Zakázaná láska (poetry) A. Camus: Mor (novel) (novel) A.Miller: Death of a Salesman (drama) L. Mňačko: Ako chutí moc (novel) I.Bukovčan: Kým kohút nezaspieva (drama) HL</p>		<p>Formal and Informal analysis, Individual Oral Paper 2, presentations, discussions in class</p>	<p>Válek (film): https://www.csfed.sk/film/601538-valek/prehľad/ Peter Balko – Peter Prokopec: Literatúra bodka.sk. Peter Milčák: Ako sa číta báseň I, II. Daniel Hevier: Ťahák na básne HL: Miroslav Válek : Slovo (poéma) Ján Zambor: Niečo ako láska, niečo ako soľ. Miroslav Válek v interpretáciách. (interpretational studies)</p> <p>Albert Camus: Mýtus o Syzifovi (philosophy of existentialism)</p> <p>Nihilism vs. Existentialism vs. Absurdity – porovnanie https://www.youtube.com/watch?v=J0aX8QMkFAI Youtube video: Závěrečná řeč JUDr. Milady Horákové (8.6.1950) (final speech of Milada Horáková) Youtube: Démon súhlasu podľa Dominika Tatarku</p>

				Marjane Satrapi: Persepolis
<p>Intertextuality: connecting of texts</p> <ul style="list-style-type: none"> - to provide students with an opportunity to extend their study and make fruitful comparisons - intertextual relationships between literary texts with possibilities to explore various topics, thematic concerns, generic conventions, literary forms or literary traditions that have been introduced throughout the course - the development of critical response grounded in an understanding of the complex relationships among literary texts 	<p>Gabriel García Márquez: Sto rokov samoty (novel)</p> <p>Peter Jaroš: Tisícročná včela (novel) HL</p>			<p>Film study: <i>Tisícročná včela</i></p> <p>Texts about national culture and traditions</p> <p>Texts about national cultures and traditions (e.g.: Dějiny velké Kolumbie)</p> <p>Filmová adaptácia románu <i>Tisícročná včela</i> (1983): https://www.csfd.sk/film/4735-tisicrocna-vcela/prehled/HL</p> <p>HL: Film adaptation of the novel <i>Love in the Time of Cholera</i>: (dir.: Mike Newell, 2007): https://www.csfd.cz/film/230116-laska-za-casu-cholery/prehled/</p>

<p>Reader – text – writer</p> <ul style="list-style-type: none"> - relationships between literary texts, readers and writers as well as the nature of literature and its study - the investigation of the response of readers and the ways in which literary texts generate meaning - the development of personal and critical responses to the particulars of literary texts 	<p>Mila Haugová: Paradiso/Ricordare (poetry)</p> <p>Július Satinský: Moji milí Slováci (non-fiction, collection of essays)</p>	<p>HL: 23 weeks/138 lessons/103 hours</p> <p>SL: 23 weeks/92 lessons/69 hours</p>	<p>Detailed study, Formal and Informal, Class discussion, Writing tasks – Paper 1 Individual Oral Individual Student-Teacher discussion HL- HL essay</p>	<p>Peter Balko – Peter Prokopec: Literatúra bodka.sk.</p> <p>Sylvia Plathová: Luna a tis (collection of poems translated by M. Haugováj)-HL</p> <p>M. Haugová: Dáma s jednorožcom (citátová intertextualita) HL</p> <p>Portrait about M. Haugová: https://www.litcentrum.sk/autor/mila-haugova/komplexna-charakteristika-tvorby</p>
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<p>Time and space</p> <ul style="list-style-type: none"> - reflection of a range of historical and/or cultural perspectives - the contexts of literary texts and the variety of ways literary texts might both reflect and shape society at large - consideration of personal and cultural perspectives, the development of broader perspectives, and an awareness of the ways in which context is tied to meaning 	<p>Arthur Miller: Smrt obchodného cestujúceho (psychologická dráma, spoločenská kritika)</p>			<p>Arthur Miller interview in his life and career (1987): https://www.youtube.com/watch?v=0PFoZHGHdNI</p> <p>Arthur Miller interview on The Death of a Salesman: https://www.youtube.com/watch?v=6ob0f1kCtOM</p> <p>The Death of a Salesman – summary and analysis: https://www.youtube.com/watch?v=UVXCwJ8G0mE</p> <p>Film: Death of a Salesman (dir Volker Schlöndorff, 1985) https://www.csfd.cz/film/8095-smrt-obchodniho-cestujiciho/prehled/HL</p> <p>Film: Blonde (rež. Andrew Dominik, 2022) https://www.csfd.sk/film/278567-blondynka/prehlad/ HL</p>
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<p>Part 3: Intertextuality: connecting of texts</p> <ul style="list-style-type: none"> - to provide students with an opportunity to extend their study and make fruitful comparisons - intertextual relationships between literary texts with possibilities to explore various topics, thematic concerns, generic conventions, literary forms or literary traditions that have been introduced throughout the course - the development of critical response grounded in an understanding of the complex relationships among literary texts 	<p>S. Beckett: Waiting for Godot (drama) M.Lasica a J.Satinský: Soirée (palimpsest, pastiche)</p> <p>Samuel Beckett: Čakanie na Godota (absurd drama) HL</p> <p>Milan Lasica – Július Satinský: Ako vzniká sliepka a všetky ďalšie hry (drama, pastiche)</p>			<p>Theodore Adorno: Trying to understand Endgame: (essay) https://edisciplinas.usp.br/pluginfile.php/4946900/mod_resource/content/1/TRYING%20TO%20UNDERSTAND%20ENDGAME%20-%20ADORNO.pdf</p> <p>L+S: Soirée (theater performance) Radosť zo života: Július Satinský (documentary) RND: Človečina</p>
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3. IB Internal and external assessment requirements to be completed during the course

Briefly explain briefly how and when you will work on them. Include the date when you will first introduce the internal and external assessment requirements, when they will be due and how students will be prepared to complete them.

The internal assessment (IA) will consist of multiple parts. Each of these parts will be the reflections of the student on the topic that was studied beforehand. These parts will be both in written and oral forms.

Assessment of students:

External:

Paper 1 (Guided literary analysis)- SL/HL- 35%/35%

Paper 2 (Comparative essay)- SL/HL- 35%/25%

Higher level essay- HL- 20%

Internal:

Individual Oral (15 minutes)- SL/HL- 30%/20%

- The assessments themselves will be gradually introduced throughout the course and the corresponding criteria will also be included in these introductions to assessments.
- Each Individual Oral (IO) will be 15 minutes long (10 minutes for the student delivery of the oral and 5 minutes for teacher questions)
- After each IO, students will be asked to reflect upon their delivery of the IO and analyse it objectively.