

International Baccalaureate Diploma Programme Subject Brief

Studies in language and literature: Literature and performance – Standard level

First assessments 2013 – Last assessments 2020

The IB Diploma Programme (DP) is a rigorous, academically challenging and balanced programme of education designed to prepare students aged 16 to 19 for success at university and life beyond. The DP aims to encourage students to be knowledgeable, inquiring, caring and compassionate, and to develop intercultural understanding, open-mindedness and the attitudes necessary to respect and evaluate a range of viewpoints.

To ensure both breadth and depth of knowledge and understanding, students must choose at least one subject from five groups: 1) their best language, 2) additional language(s), 3) social sciences, 4) experimental sciences, and 5) mathematics. Students may choose either an arts subject from group 6, or a second subject from groups 1 to 5. At least three and not more than four subjects are taken at higher level (240 recommended teaching hours), while the remaining are taken at standard level (150 recommended teaching hours). In addition, three core elements—the extended essay, theory of knowledge and creativity, action, service—are compulsory and central to the philosophy of the programme.

These IB DP subject briefs illustrate four key course components.

- I. Course description and aims
- II. Curriculum model overview

- III. Assessment model
- IV. Sample questions



I. Course description and aims

The IB DP literature and performance course is an interdisciplinary synthesis of language A and theatre. It incorporates essential elements of literature and performance and aims to explore the dynamic relationship between the two. At the heart of the course is this interaction between (i) a conventional literary emphasis on close reading, critical writing and discussion and (ii) the practical, aesthetic and symbolic elements of performance. A distinctive outcome of this synthesis is the performance of a piece transformed from poetry or prose. In this exciting, creative process text is viewed from different angles in a way that goes beyond what is characteristic of either literary or theatre studies as single disciplines. The course as whole examines literary and dramatic texts and seeks to develop intellect, imagination and creativity. It encourages intercultural awareness through a study of texts from more than one culture. Literature and performance is available at standard level only.

The aims of the literature and performance course are to:

- equip students with the skills to explore critically and imaginatively a range of literary texts and performance possibilities
- develop in students the ability to articulate their responses to literature and performance in a variety of styles and contexts
- introduce students to a range of performance skills
- broaden the perspectives of students through the exploration of texts from differing cultures, periods and genres
- foster a personal and passionate engagement with literature and performance, and by so doing guide students towards a better understanding of themselves and the world.

II. Curriculum model overview

Component	Recommended teaching hours
Part 1: Critical study of texts <ul style="list-style-type: none"> • studying a range of literary texts identifying meaning and making viable interpretations. • analysing the effect of literary features. • writing and speaking appropriately about literature. 	50
Part 2: Exploration of the chosen approach to the text <ul style="list-style-type: none"> • exploring performance potential of texts. • generating ideas for transforming prose and poetry texts into dramatic form. • speaking and writing appropriately about ideas. 	40
Part 3: Realization of texts in performance <ul style="list-style-type: none"> • preparing pieces for performance and performing scripted drama. • performing to an audience. • analysing and evaluating performance through appropriate speech and writing. 	60

III. Assessment model

Having followed the literature and performance standard level course, students will be expected to demonstrate the following.

Knowledge and understanding of texts from different genres and cultures

- knowledge and understanding of a range of texts and performances
- understanding of structure, technique and style
- ability to substantiate points made through appropriate reference to texts

Awareness and understanding of literary techniques and performance potential

- ability to identify and evaluate the use and effect of literary techniques and performance potential in texts
- ability to use the relevant terminology in the analysis and appreciation of the texts studied
- ability to realize the performance potential in a text

Commitment and ability as performers

- understanding of performance skills
- necessary commitment in developing and presenting performance
- ability to express ideas, emotion, character and atmosphere through performance

Ability to speak and write effectively about texts and performances

- ability to express ideas clearly and in an appropriate register
- ability to use the oral and written forms of the language in a range of styles, registers and situations
- ability to discuss and analyse texts and their performance potential in a focused and logical manner

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External		3	60
Paper 1: Prose and performance	One essay from a choice of three questions concerned with issues involved in dramatizing a novel.	1.5	20
Paper 2: Poetry	One comparative essay from a choice of six questions.	1.5	20
Written Coursework: Major playwrights in performance	One piece of writing that incorporates critical analysis of the realization of an extract or a series of linked extracts from a play, as well as reflection on the student's performance in a staged interpretation of it.		20
Internal		20 min	40
Performance and individual oral presentation	One performance during the course which must be a transformation based on one or more of the poetry and prose texts studied.		

IV. Sample questions

- Select a passage from the novel you have chosen to study and, showing how the mood and atmosphere is evoked in the passage, explain in detail how you would create this mood and atmosphere in performance for an audience.
- Examine how at least two poets you have studied have used their works to communicate a lesson, moral or otherwise, to the reader.

About the IB: For over 40 years the IB has built a reputation for high-quality, challenging programmes of education that develop internationally minded young people who are well prepared for the challenges of life in the 21st century and able to contribute to creating a better, more peaceful world.

For further information on the IB Diploma Programme, visit: <http://www.ibo.org/diploma/> Complete subject guides can be accessed through the IB Online Curriculum Center (OCC), the IB university and government official system, or purchased through the IB store: <http://store.ibo.org>

To learn more about how the IB Diploma Programme prepares students for success at university, visit: www.ibo.org/recognition or email: recognition@ibo.org