

Diploma Programme subject outline—Group 1: studies in language and literature			
School name	Municipal Autonomous Educational Institution <i>Kogalym Secondary School №8</i>	School code	007073
Name of the DP subject <i>(indicate the language)</i>	Russian A: language and literature		
Level <i>(indicate with X)</i>	Higher <input checked="" type="checkbox"/> Standard completed in two years <input type="checkbox"/> Standard completed in one year * <input type="checkbox"/>		
Name of the teacher who completed this outline	1. Lyudmila Brusinskaya 2. Natalia Sharigina	Date of IB training	1. 04/10/12-06/10/12 2. 04/10/12-06/10/12
Date when outline was completed	December 2012	Name of workshop <i>(indicate name of subject and workshop category)</i>	1. Cat 1: Russian A1: Literature 2. Cat 1: Russian A1: Literature

* 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 *Handbook of procedures for the Diploma Programme*.

Indicate the literary works chosen for each of part of the programme

Language A: literature		
	Higher level	Standard level
Part 1	1. Shakespeare, W. Drama: Hamlet.	2. Shakespeare, W. Drama: Hamlet.
	2. Bronte, C. Novel: Jane Eyre.	1. Bronte, C. Novel: Jane Eyre.
	2. Ibsen, H. Drama: A Doll's House.	

Language A: literature		
	Higher level	Standard level
Part 2	1. Griboedov, A. Drama: Woe from wit	1. Pushkin, A. Poetry: Eugene Onegin.
	2. Pushkin, A. Poetry: Eugene Onegin.	2. Turgenev, I. Novel: Fathers and Sons.
	3. Turgenev, I. Novel: Fathers and Sons.	
Part 3	1. Gogol, N. The Government Inspector.	1. Gogol, N. The Government Inspector.
	2. Ostrovsky, A. Without a Doury.	2. Tchekhov, A. The Cherry Orchard.
	3. Tchekhov, A. The Cherry Orchard.	3. Vampilov, A. The Elder Son.
	4. Vampilov, A. The Elder Son.	
Part 4	1. Akutagawa, R. Short stories: In a Grove. Rashomon Gate. Yam Gruel. The Nose.	1. Akutagawa, R. Short stories: In a Grove. Rashomon Gate. Yam Gruel. The Nose.
	2. Bulgakov, M. Novel: The Master and Margarita.	2. Bulgakov, M. Novel: The Master and Margarita.
	3. Golding, W. Novel: Lord of the Flies.	3. Golding, W. Novel: Lord of the Flies.

Language A: language and literature		
	Higher level	Standard level
Part 3		
Part 4		

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 (as identified in the IB subject guide) <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	40 mi		
			In one week there are	6 cla		
Year 1	Part 4. Option 3: Literature and film. Akutagawa, R. Short stories: In a Grove. Rashomon Gate. Yam Gruel. The Nose.	1. Ryunosuke Akutagawa as classical writer of new Japanese literature. 2. Akutagawa's short stories inspired by Russian classical literature. 3. Masterly plot structure 4. Narrator in parables as detached ironic observer. 5. Interpretation of literary text by cinematographic art. 6. Short stories «In a Grove» and «Rashomon Gate» - literary base for masterpiece of Akira Kurosawa – drama-parable «Rashomon».	Part 4. Option 3: Literature and film – 45 hours: September – November.		- reflective statement; - individual oral presentation; - Individual oral commentary and discussion, - Essay writing; kinds of works for preparation for examinations: text analysis; comparative analysis; literary commentary, work in groups; discussion on ethic and moral issues; debate, interactive oral, work with text; oral presentation, declamation; performance of episodes of the drama.	- textbook on literature; - fiction texts; - critical literature; - movies and performances based on literature works; - Musical fragments.

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			One class is <input type="text" value="40"/> mi	In one week there are <input type="text" value="6"/> cla		
	Part 1. Works in translation. Shakespeare, W. Drama: Hamlet.	1. Shakespeare's biography and «Shakespeare's question» 2. The theatre of Shakespeare's times. 3. Family values in Shakespeare's tragedy. Father and son. 4. Inherent contradiction. Intellect tragedy and Hamlet loneliness. 5. Perception of measure of evil, falseness, disharmony and restriction of freedom in the world. 6. Hamlet as eternal image of world literature.	Part 1. Works in translation – 45 hours: December - February.			

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			40			
			In one week there are	6	cla	
	Part 2. Detailed study. Pushkin, A. Poetry: Eugene Onegin.	1. History of creation. 2. Image of the Author in the novel. 3. Eugene Onegin as a hero of his own time. 4. Main and minor heroes of the novel. 5. Tatiana Larina as a Pushkin's favorite image. 6. Peculiarity of the «novel in verse».	Part 2. Detailed study – 50 hours: March – May. <			

IB Internal and external assessment requirements to be completed during the course

Briefly explain 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.

1 September (the first year) students get to know assessment criteria for Individual Oral Presentation (Part 4). During the first year students should pay attention to literary terminology, to features of genres, techniques for writing of different kinds of essays, as they analyze the literary texts. The end of November – exam on Individual Oral Presentation (**Internal assessment**). Also students will comment unfamiliar text (prose, poetry) at the lessons once a week, discussion of literary texts in class (end of November - February).

2 At the beginning of December students get to know assessment criteria for essay on Works in translation and Written assignment (Part 1). Interactive oral – frontal work with class on every literary text studied, each student should make a presentation. Students write Reflection Statement (300-400 words) after every Interactive Oral. February - students write an essay (1200-1500 words). Teacher reads the first draft of the essay and provides feedback to the student. This may take the form of a conversation and/or a written response on a piece of paper separate from the draft essay. Official task cover is completed; final essay version is added with teacher comments and appropriate reflective statement, after that the folder is handed over to IB-coordinator (**External assessment**).

3 March – students get to know assessment criteria for Oral commentary and Discussion and prepare for Oral commentary start. (Part 2). May - exam on Individual literary Commentary and Discussion (20 minutes) (**Internal assessment**).

4 September (the second year study) – students get to know assessment criteria for literary commentary and comparative analysis (essay) (Part 3). September – March : Paper 1. Literary commentary (2 hours) contains two previously unseen passages and students are instructed to write a literary commentary on one of these passages. One passage will be poetry; the other passage will be taken from works Paper 2 which contains three essay questions for each literary genre represented on the PLA of the language A being examined. Students answer one essay question only. May – exam on comparative analysis (essay) and Commentary (**External assessment**).

All examination papers for external assessment are sent due to the prescribed time (the second year of study) to the moderator.

Links to TOK

You are expected to explore links between the topics of your subject and TOK. As an example of how you would do this, choose one topic from your course outline that would allow your students to make links with TOK. Describe how you would plan the lesson.

Topic issue	Link with TOK (including description of lesson plan)
To what extent does a father influence the forming of the family moral values?	<p>The students are asked to choose extracts from Nikolay Petrovich and Arkady's dialogues and analyze issues and subjects for discussion.</p> <p>Issues for discussion in a class:</p> <p>Group 1. What do father and son say about nature, art, love, family?</p> <p>Group 2. What arguments (of father and son) do you find attractive/ repelling?</p> <p>Group 3. Do Arkady's actions reflect back his family values?</p> <p>Group 4. May we suggest that father's and son's marriage ceremonies on the same day are a symbol of Arkady's returning to family values? Why?</p> <p>Every group presents ideas on problematic issues. Participants from other groups ask their questions during the discussion, all students take notes - all these activities will be the basis for essay writing.</p>

International mindedness

Every IB course should contribute to the development of international mindedness in students. As an example of how you would do this, choose one topic from your outline that would allow your students to analyse it from different cultural perspectives. Briefly explain the reason for your choice and what resources you will use to achieve this goal.

Topic issue	Contribution to the development of international mindedness (including resources you will use)
Shakespeare, W. Drama: Hamlet. Should one resist evil?	The nature of evil is discussed all over the times, all over the nations and cultures. Hamlet loneliness is loneliness of a person who is far ahead of his time. Hamletism goes over the cultures and ages: Cervantes - Don Quixote; Byron – Child Harold; Griboedov – Chatsky; Stendhal - Octave de Malivert, Lermontov – Pechorin; Turgenev – Bazarov, Dostoyevsky – prince Myshkin.

Development of the IB learner profile

Through the course it is also expected that students will develop the attributes of the IB learner profile. As an example of how you would do this, choose one topic from your course outline and explain how the contents and related skills would pursue the development of any attribute(s) of the IB learner profile that you will identify.

Topic	Contribution to the development of the attribute(s) of the IB learner profile
Humanistic sense of Vampilov's drama «Elder son».	<p>Each student should write a Literary commentary for one of the problems:</p> <ol style="list-style-type: none">1. Why has rascal Busygin become hope for Sarafanov 's collapsing house?2. What is more important for the person: to have relationship with spiritually close people or people with family bonds?3. What values are important for the senior generation and for young people? <p>Students should take part in a discussion on these problems at a lesson. Writing a literary commentary and discussing problems during the lesson will show the ability to find a correct decision for everyone, to estimate acts of heroes critically; to empathy heroes of the drama will help to write the comparative essay on two works.</p> <p>These kinds of work will develop the following attributes of the IB learner profile: Knowledgeable, Thinkers, Communicators, Caring and Reflective.</p>

Resources

Are instructional materials and other resources (for example, equipment for recording if you teach languages A or room for the performance aspect if you teach literature and performance) available in sufficient quality, quantity and variety to give effective support to the aims and methods of the courses? Briefly describe what plans are in place if changes are needed.

The textbook on literature under the editorship of Belenkiy, musical fragments, critical literature, movies and performances based on works.

Literary criticism

- 1 Knalizeev V.E. "Drama as a phenomenon of art" – M., 1978.
- 2 Pavi Patris "The theatre's dictionary", translation from French. – M., 1991.
- 3 Ginzburg L. "About the literary character". - L., 1979.
- 4 Lotman V.M. A.S. Puskin's novel "Eugene Onegin" annotation// in the book Lotman V.M. "Puhkin." – Spb., 1995.
- 5 A.S. Griboyedov in the Russia criticism, - M., 1958.
- 6 Lebedyev V.V. Turgenev's novel "Fathers and children". – M., 1982.
- 7 Lakshan V.D. "Ostrovsky's theatre" – M., 1985.
- 8 Chudakov A.P. Chekhov's poetics – M., 1971.
- 9 Stanislavsky "My life in art". – M., 1988,

Russian movies

1. Melnikov. Vitaly The Elder Son. 1976.
2. Kozintsev Grigory. Hamlet. 1964.
3. Nikiforov Vyacheslav. Fathers and Sons. 1983.

4. Ryazanov Eldar. Cruel Romance. 1983.

5. Kara Yuri. The Master and Margarita. 1994r.

6. Bortko Vladimir. The Master and Margarita miniseries. 2005r

Films of foreign countries

1. Akira Kurosawa. Rashomon. 1950.

2. Peter Brook. Lord of the Flies. 1963.

3. Harry Hook. Lord of the Flies. 1990.