



# Course Description: 2023-2024

Teacher's Name :	Subject :	Class :	Number of students :
Nicholas Lomas	L1 English	S7L1ENA	7
<b>Contact :</b>		<b>Availability (day and period) :</b>	
If you have any questions or would like to arrange a meeting, please do not hesitate to contact me. <a href="mailto:nicholas.lomas@teacher.eursc.eu">nicholas.lomas@teacher.eursc.eu</a>		My reception hour is Monday at 2.40 pm but other times are possible by prior arrangement.	
<b>General Course Description :</b>			
<p>The advanced course develops the same seven competences as the L1 syllabus through a variety of set and unseen texts, but takes a different approach overall. For the final written examination, whereas the four texts set for study in the Language 1 syllabus are theme-based, those set for Language 1 Advanced are chosen differently: one text is nominated for detailed study within a broader social, cultural or historical context of supporting texts; four additional texts, are paired by genre in ways that invite an imaginative range of comparative study. The five texts cover the three genres of poetry, prose and drama.</p> <p>The other component of the written examination is an unseen non-literary/non-fiction text, in response to which candidates are required to identify lines of thought or argument and the success with which, as well as the techniques through which, the author conveys them to her or his readership.</p> <p>The oral examination, as in the Language 1 syllabus, draws on passages from the set texts that are used as a springboard for candidates to articulate their understanding of a writer's methods as well as the relationship of the presented text to the candidate's wider reading and interests and the sharp critical awareness that has been encouraged by the advanced course.</p> <p>The main distinguishing feature of class-based study for English Language 1 Advanced is the requirement for students to produce two individual projects, one in S6 and one in S7. In S6, students may choose from a range of negotiated tasks across areas such as language study, media study, textual adaptation or creative writing; the S7 project must be an extended critical study, but again is negotiated according to the student's interest, and may therefore be genre - or author - based.</p>			



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The English Language 1 Advanced course is likely to be of particular interest to those students who wish to pursue literary and/or linguistic and/or media studies beyond Baccalaureate level. Candidates need to enjoy reading and analysing a wide range of texts and should be able to express complex ideas concisely and persuasively, both orally and in writing.

## Objectives:

The specific objectives of the L1A course in L1A, additional to those detailed in the L1 rubric, enable students to:

- develop and embed, through both additional study in class and personal projects, the broad study of English (speaking and listening, reading, writing and the study of language) as detailed in the objectives for the L1;
- widen and deepen their knowledge and understanding of literature in English, including texts in translation where relevant;
- hone their analytical, creative and critical skills as evidenced through enhanced opportunities for extended speaking and writing;
- pursue individual subject-related interests, e.g. in original writing; language acquisition and development; named writers or genres; textual adaptation; or the impact of different media or technologies on audiences.

## Content:

### Class study

**Speaking and Listening:** use a variety of approaches and techniques in studying and responding to literary and/or media texts.

**Reading:** study a set text in detail, and a set theme, including contextual social, cultural and historical factors and appropriate linked texts.

**Writing:** extend the scope of creative and imaginative and analytical, evaluative critical writing.

**Language Study:** extend knowledge and understanding of language history, change and development.

### Individual project

In S6 EITHER a language study; OR a media-focused study; OR a study of textual adaptation; OR a portfolio of creative writing; OR a critical study of an author/authors, or of a literary genre.

## Key competences targeted during the course:

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## Reading competence

- Identifying and using the general and particular information which a text contains.
- The ability to reflect on the purpose of the text, on the communication objectives, on what the text articulates, on the intention of the author/narrator, on the different respective viewpoints, whatever the kind of text.

### *Sub-competences:*

1. Understanding and using content
2. Picking out the significant details in the text
3. Analysing the significant details in texts from a linguistic and literary viewpoint

## Writing competence

- The ability to use language with sufficiently accurate syntax, vocabulary and spelling.
- The ability to produce texts which comply with the instruction given and with their context.
- The ability to use different language registers and the stylistic devices which are suited to the genre of text and to its theme and purpose.

### *Sub-competences:*

1. Producing texts which take account of the target readership
2. Meeting textuality criteria
3. Meeting style/expression criteria
4. Formal accuracy, compliance with the rules

## Arguing/reasoning competence

- The ability to argue, in speech or writing, contentious questions and important issues of a social, political and/or cultural nature, by adopting different viewpoints.
- The ability to convince, to persuade, to refute or to follow a line of thought in speech or writing, using theses, arguments and examples.
- The ability to formulate a clear, structured and coherent strategy for presenting arguments in speech or writing, employing appropriate syntactical, lexical and grammatical elements.

### *Sub-competences:*



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1. Identifying and presenting lines of argument
2. Appraising strategies for presenting arguments in a given text
3. Forming a personal opinion on a set theme

## Language awareness

- The ability to recognise specific linguistic features of spoken or written texts and the ability to create spoken or written texts with regard to appropriate purpose, content, register and context.

## Interpretation competence

- The ability, in speech or writing, to put forward explanations and to evaluate and appraise polysemic sources, such as poetic texts, songs and images.
- The ability to recognise the extra-linguistic factors which determine language use (pragmatic awareness).
- The ability to transcribe or re-create possible meanings of spoken or written texts through spoken or written personal responses, drawing on relevant knowledge external to the text.

### *Sub-competences:*

1. Grasping the source text's intentions and reporting them critically
2. Formulating plausible interpretative hypotheses

## Subject/specialist competence

- Knowing concepts and terminology relevant to the subject area.
- Knowing main aspects of the subject and links with others. Specialist competence in a subject is expressed through the use of appropriate language and the accuracy of the content presented.
- This competence encompasses knowledge of the wider world as it affects the reception and production of written and spoken texts in English.

### *Sub-competences:*

1. Identifying and understanding a theme or facts and appropriate contextual aspects or influences
2. Drawing on knowledge external to the text (general knowledge of the world and of different topics)
3. Drawing on and selecting specialist knowledge, for example, of literary genres and traditions

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## Critical thinking competence

- This involves reflection, in speech or writing, on how texts, in various genres or forms, present the real or imagined world to the listener or reader.
- It allows students to develop personal viewpoints, beliefs and values that they may bring to bear critically on texts, on their linguistic and literary features and on the issues raised by them.

## Differentiation :

Differentiated approach follows a four step approach: i.e., content, process, product, and learning environment.

- Formulate lessons based on students' learning styles and pitch at appropriate level.
- Group students by shared interest, topic, or ability for assignments.
- Assess students' learning using formative assessment.
- Manage the classroom to create a safe and supportive environment.
- Continually assess and adjust lesson content/task setting to meet students' needs.
- Divide teacher time appropriately to ensure maximum support for all learners.

## Classroom rules:

In accordance with whole school policy:

<https://www.eeb3.eu/en/policies-and-rules-4/rules-of-the-european-school-of-brussels-iii/>

## Assessment :



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## **Formative assesement**

Some of the assessment in S7 is formative. It builds on the learning achieved and progress made in S6. By means of assessment, teacher observation, tests and self- and peer-assessment, students are able to enhance their awareness of both their current levels of attainment in each of the skill areas and of how to make further progress throughout the course.

The basis of assessments are the competences and the learning objectives for the cycle.

Marks awarded for classwork and homework, which constitute the 'A' mark when calculating the overall mark, correspond to the harmonised marking scale currently in use.

## **Summative assessment**

Summative end of semester examinations (duration 4 hours), including the 'Part Bac' contribute to the candidate's 'B' mark that is included in the calculation of the final Baccalaureate mark. At the end of S7, all students take a written Baccalaureate examination which assesses all the competences through reading comprehension, written production and understanding literature. Students also take an oral Baccalaureate examination, which assesses a number of competences, principally: reading; argumentation/reasoning; interpretation; and language awareness.

## **Bibliography and other resources**

### **Set Texts for S6L1A:**

*Hamlet* by William Shakespeare

*The Wife of Bath (Prologue)* by Geoffrey Chaucer

*Dr Faustus* by Christopher Marlowe

*Collected Poems* by Sylvia Plath