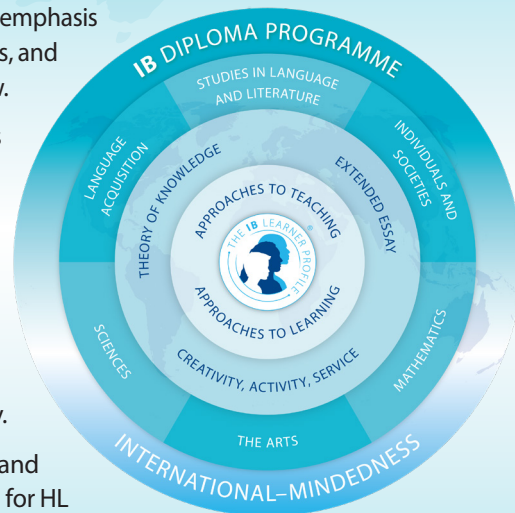


The Diploma Programme (DP) is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.

The course is presented as six academic areas enclosing a central core. Students study two modern languages (or a modern language and a classical language), a humanities or social science subject, an experimental science, mathematics and one of the creative arts. Instead of an arts subject, students can choose two subjects from another area. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.

Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IB recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL. In addition, three core elements—the extended essay, theory of knowledge and creativity, activity, service—are compulsory and central to the philosophy of the programme.



I. Course description and aims

Literature and performance is an interdisciplinary synthesis of literature and theatre. It brings together literary analysis, based on close reading, critical writing and discussion, with practical and aesthetic elements of theatre. In this course students engage with a range of literary works, perform dramatic texts, and transform texts into realized performances. The course is grounded in knowledge, skills and processes associated with the individual disciplines, while developing interdisciplinary understandings generated from the interactions between literature and performance. Literature and performance is only available as standard level (SL) course.

Literature and performance is one of the three Diploma Programme (DP) courses grounded in the study of language and literature. Expectations of language usage, level of analysis, and of critical reflection are the same across the three studies in language and literature courses. Yet literature and performance is unique in that it asks students to integrate understandings from two disciplines to develop further insight and create products that would not be possible within the single disciplines alone. Investigating a literary text through performance provides students with a unique perspective of the text; likewise, grounding a theatrical performance in literary understanding provides students with deeper sensitivity to the process of theatre-making.

As an interdisciplinary course, literature and performance shares the course aims of both studies in language and literature and arts subjects:

The aims of all subjects in studies in language and literature are to enable students to:

1. engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures
2. develop skills in listening, speaking, reading, writing, viewing, presenting and performing
3. develop skills in interpretation, analysis and evaluation
4. develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings
5. develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues, and an appreciation of how they contribute to diverse responses and open up multiple meanings
6. develop an understanding of the relationships between studies in language and literature and other disciplines
7. communicate and collaborate in a confident and creative way
8. foster a lifelong interest in and enjoyment of language and literature.

The aims of all subjects in the arts are to enable students to:

1. explore the diversity of the arts across time, cultures and contexts
2. develop as imaginative and skilled creators and collaborators
3. express ideas creatively and with competence in forms appropriate to the artistic discipline
4. critically reflect on the process of creating and experiencing the arts
5. develop as informed, perceptive and analytical practitioners
6. enjoy lifelong engagement with the arts.

II. Curriculum model overview

Each of the areas of exploration referred to below acts as a critical lens for students and teachers to study literary texts and their performance. The areas of exploration are intended as overlapping ways of approaching texts and performances.

Syllabus component	Teaching hours
	SL
<p>Readers, writers and texts</p> <p>This area of exploration introduces students to the nature of literature, its study and its performance. It encourages students to explore the choices made by authors and the way meaning is created. The study also focuses on the impact the literature has on the student and the role readers and audiences play in generating meaning. It encourages students to move from a personal response to an understanding and interpretation that is influenced by the community of readers, and audience members, of which they are a part.</p>	50
<p>Time and space</p> <p>This area of exploration focuses on the idea that literary texts and performances are neither created nor received in a vacuum. It explores the variety of contexts in which texts are written, read and performed across time and space as well as the ways literature and performance mirror the world at large. Students examine how cultural conditions can shape the writing and staging of a literary text, how literature and performance can reflect or refract cultural conditions, and the ways culture and identity influence reception.</p>	50

Intertextuality: connecting texts	50
This area of exploration focuses on the connections between and among diverse texts, traditions, creators, ideas, and forms. Literature and performance asks students to examine and develop connections between written and performed texts. It encourages the comparative study of different written and performed texts so that students may gain deeper appreciation of their unique characteristics as well as complex systems of connection.	
Total teaching hours	150

III. Assessment model

By the end of the literature and performance course students will be expected to demonstrate the following.

1. Know, understand and interpret:
 - a range of texts, works and/or performances, and their meanings and implications
 - contexts in which texts are written and/or received
 - elements of literary, stylistic, rhetorical, visual and/or performance craft
 - features of particular text types and literary forms.
2. Analyse and evaluate:
 - ways in which the use of language creates meaning
 - uses and effects of literary, stylistic, rhetorical, visual or theatrical techniques
 - relationships among different texts
 - ways in which texts may offer perspectives on human concerns.
3. Communicate:
 - ideas in clear, logical and persuasive ways
 - in a range of styles, registers and for a variety of purposes and situations
 - ideas, emotion, character and atmosphere through performance.

Assessment at a glance

Type of assessment	Format of assessment	Weighting of final grade (%)
External		60
Paper 1	The paper consists of four general questions. In response to one question, students write a comparative essay based on two works studied in the course. (25 marks) <i>This is a common assessment among all three studies in language and literature courses in the Diploma Programme.</i>	30
Written assignment	In an essay of no more than 2,000 words, students critically examine an extract from a dramatic work that they have explored through performance. They analyse how the dramatic features of the extract were staged through their own individual performance choices. (26 marks)	30

Internal		40
Transformative performance and individual oral	<p>This internal assessment consists of two compulsory parts.</p> <p>Transformative performance (10 minutes)</p> <ul style="list-style-type: none"> • Students transform an extract from a non-dramatic literary work into a piece of theatre. • This piece of theatre is then performed to a live audience. <p>Individual oral (15 minutes)</p> <ul style="list-style-type: none"> • Students complete an individual oral in which they explain their process of transforming the extract into performance. <p>Both parts are internally assessed by the teacher and externally moderated by the IB at the end of the course. (32 marks)</p>	40

IV. Sample questions

- Some literary texts, although set in a particular place or time, convey ideas that are universal. In what ways is this true in two of the works you have studied?
- How do two of the works you have studied portray the struggle to be understood?
- Referring to two works you have studied, discuss how the author has created a convincing “world”.

About the IB: For over 50 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 are able to contribute to creating a better, more peaceful world.

For further information on the IB Diploma Programme, visit: www.ibo.org/en/dp.

Complete subject guides can be accessed through the programme resource centre or purchased through the IB store: <http://store.ibo.org>.

For more on how the DP prepares students for success at university, visit: www.ibo.org/en/university-admission.