

IB Syllabus: English B HL and Abitur English eA 2025

Semester	IB	ABITUR	TOK links
<i>IB (internal) assessments</i>	THEMES (identities, experiences, human ingenuity, social organization, sharing the planet)	Two core topics (S2 + S3)	
S1	<p>Topics within the Themes:</p> <p><u>Identities</u></p> <ul style="list-style-type: none"> - Language and identity - Health and well-being <p><u>Experiences:</u></p> <ul style="list-style-type: none"> - rites of passage - customs and traditions - leisure activities <p><u>Human ingenuity:</u></p> <ul style="list-style-type: none"> - technology - scientific innovation <p><u>Social organization:</u></p> <ul style="list-style-type: none"> - community - social relationships 	<p style="text-align: center;">Literary Visions of the Future</p> <p><u>Literary works:</u></p> <p><i>Brave New World</i> by Aldous Huxley</p> <p><u>Excerpts from:</u> <i>1984</i> by George Orwell <i>The Perfect People</i> by Peter James <i>Oryx and Crake</i> by Margaret Atwood <i>The Handmaid's Tale</i> by M. Atwood <i>Utopia</i> by Thomas More</p> <p><u>Film (Clips, Series):</u> CRISPR 1984 The Handmaid's Tale Brave New World (series 2023)</p>	<p>How are values encoded differently in different languages (ex. family, friendship, authority)?</p> <p style="padding-left: 40px;">→ ex. 1984 by G. Orwell: Newspeak vs. Oldspeak – Language as means to control people's actions and even thoughts (→ "thoughtcrime")</p> <p>Do you understand the world differently when you learn another language? How (f.ex. time, humour, leisure)?</p> <p style="padding-left: 40px;">→ ex. Brave New World by A. Huxley: the Savage, Mustafa Mond, Bernard, Lenina</p> <p>What constitutes an identity?</p> <p style="padding-left: 40px;">→ ex. Brave New World: group identity vs. individual identity</p>

<p>S2</p>	<p>Topics within the Themes:</p> <p><u>Social Organization</u></p> <ul style="list-style-type: none"> - social relationships - community - law and order <p><u>Sharing the Planet</u></p> <ul style="list-style-type: none"> - human rights - ethics - peace and conflict <p><u>Experiences:</u></p> <ul style="list-style-type: none"> - customs and traditions 	<p>Crime and Punishment in Literature and Film</p> <p><u>Topics:</u></p> <ul style="list-style-type: none"> - motives and triggers for committing a crime - effects of crime on the individual and society (i.e. perpetrator and victim: nature or nurture – what makes people commit crimes? What are the consequences for victims?) - kinds of punishment, their effect and definition (i.e. How does a society define crime, and how does society deal with crime and punishment?) - fictional and non-fictional texts to define justice and the rule of law (i.e. What is just punishment? How does a state rule on its constitution?) <p><u>Literary works and excerpts:</u></p> <ul style="list-style-type: none"> - <i>My sister, the serial killer</i> by O. Braithwait - <i>Macbeth / Hamlet</i> by Shakespeare (excerpt) <p><u>Films:</u></p> <ul style="list-style-type: none"> - <i>Shawshank Redemption</i> - <i>Dead Man Walking</i> 	<p>Is there anything that is true for all cultures in the context of the rule of law?</p> <p>What's the individual's role within society?</p> <p>What role do rules and regulations play in the formation of a society?</p> <p>What ethical issues arise from the implementation of rules and regulations?</p> <p>Who decides what's right and what's wrong?</p> <p>How do we distinguish between right and wrong, i.e. between crime and no crime?</p> <p>Are there acceptable reasons to committing a crime?</p> <p>How does our past shape our present and future?</p>
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<p style="text-align: center;">S3</p> <p style="text-align: center;"><i>individual oral</i></p>	<p>Topics within the Themes:</p> <p><u>Social organization</u></p> <ul style="list-style-type: none"> - Social relationships (racism, prejudice, discrimination, minorities) <p><u>Identities:</u></p> <ul style="list-style-type: none"> - Language and cultural identity - minorities and subcultures <p><u>Human ingenuity</u></p> <ul style="list-style-type: none"> - communication and the media - means of expression (artistic, journalistic, literary) 	<p style="text-align: center;">Politics, Culture and Society – between Tradition and Change: USA - life, liberty and the pursuit of happiness -</p> <p><u>Topics:</u></p> <p>Culture Wars – Tearing apart the US?</p> <ul style="list-style-type: none"> - History (Civil War, Civil Rights Movement, Black Lives Matter) - Society (gun control, pro choice vs. pro life, gay marriage, LGBTQAI rights, immigration) - Politics (Republicans vs. Democrats) <p>US Elections 2024 – the political system of the USA</p> <p><u>Literary works and / or excerpts:</u></p> <ul style="list-style-type: none"> - <i>To Kill a Mockingbird</i> by Harper Lee - <i>The Help</i> by Kathryn Stockett <p><u>Films:</u></p> <ul style="list-style-type: none"> - <i>The Help</i> - <i>The Good Fight (series)</i> 	<p>The concept of intercultural understanding means the ability to demonstrate an understanding of cultural diversity and / or similarity between the target culture(s) and one's own. – To what extent is this definition true?</p> <p>To what extent does membership of a group (a cultural group, a gender group or another group) affect how we come to linguistic knowledge? Are there factors to consider between individuals within a group and between groups?</p> <p>What ethical issues arise from living in the modern world, and how do we resolve them?</p> <p>How do the media change the way we relate to each other?</p> <p>How do the media change the way we perceive our world and its codex of honor and righteousness?</p>
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<p style="text-align: center;">S4 <i>individual oral</i></p>	<ul style="list-style-type: none"> - practising text types for Papers 1 and 2 - exam preparation: <ul style="list-style-type: none"> o LC / RC o writing 	<p style="text-align: center;">Love and Power in Shakespeare's Plays</p> <p><u>Topics:</u></p> <ul style="list-style-type: none"> - the Elizabethan world view - the role of women in Shakespeare's time - the power of love - the mental and physical effect of crime on the individual <p><u>Literary excerpts:</u></p> <ul style="list-style-type: none"> - <i>Macbeth (excerpts)</i> - <i>Romeo and Juliet (excerpts)</i> - <i>Poems (Sonnet 18)</i> <p><u>Additionally:</u></p> <ul style="list-style-type: none"> - revision of relevant topics and word-fields - revision of text types relevant for IB and Abitur 	<p>Do we lose or gain knowledge when translating Shakespeare into another language?</p> <p>Can we fully understand Shakespeare and other sources without being aware of their historical and cultural context?</p> <p>In what way can language influence the way we think?</p> <p>If people speak more than one language, is what they know different in each language?</p> <p>Does language describe our experience of the world or does it actively shape our experience of it?</p>
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Final Exams:

IB:

written papers: externally assessed

Paper 1 (1,5 hours) - productive skills – writing (30 marks)

Paper 2 (2 hours) - receptive skills:

→ LC (25 marks, 1hr)

→ RC (40 marks, 1hr)

oral assessments:

Individual oral (12-15 minutes): based on extract of about 300 words taken from ONE of the literary works studies in class

→ 20 minutes prep time and max. 15 minutes presentation (of chosen extract, focus lies on discussion of events, ideas and messages within the extract and the literary work), follow-up discussion (referring back to excerpt and gradually expanding), and general discussion (using one or more of the five themes of the syllabus)

Text types for IB and Abitur: (magazine) article, blog/diary entry, interview, debate/speech/talk/presentation, news report/official report, proposal, (journalistic) review, set of instructions/guidelines, written correspondence (formal and informal), brochure/leaflet/flyer/pamphlet/advertisement, play/scene, short story/narration/additional chapter/alternative ending (for WA); opinion column; **editorial** = an expression of the (impersonal) opinion of the editor or editorial team of a newspaper or magazine about a recent event or current issue; **pastiche**: the imitation of the style and form of an original published work

Abitur:

1 written exam:

30 minutes Listening Comprehension

60 minutes Mediation

225 minutes Text Analysis (Topics: **S2**: Crime and punishment in literature and film and **S3**: Politics, Culture and Society – between Tradition and Change: USA)

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