

Diploma Program Subject Outline (2025-2027)

Chinese A: Language and literature HL

Week	Week of...	Topic / Unit / Text	Content / Skill Development	Graded Assessments
Year 1 Semester 1				
1	August 18-25	Course Introduction & Core Concepts	<ul style="list-style-type: none"> ➤ Introduction to the aims and objectives of the DP Language A: Language and Literature course. ➤ Overview of the three Areas of Exploration (Readers, writers and texts; Time and space; Intertextuality). ➤ Explanation of the assessment components: Paper 1, Paper 2, the Individual Oral (IO), and the Higher Level (HL) Essay. ➤ Introduction to the Learner Portfolio as a space for reflection and process. Setting expectations for critical inquiry, independent learning, and academic integrity. 	
2	September 2-September 8	The Visual Language of Identity (Non-literary texts: Posters, magazine covers, photography)	<ul style="list-style-type: none"> ➤ Analysis of how visual and linguistic elements (e.g., composition, colour, symbolism, typography) in non-literary texts construct and represent individual and group identities. ➤ Exploration of the relationship between a text, its intended audience, and its purpose/context. ➤ Introduction to the Paper 1 analytical framework. ➤ Learner Portfolio Entry: Students will be required to create a Learner Portfolio entry for this section. 	Formative assessment Paper 1
3	September 15-September 22	Narrative Foundations: <i>The Litchi of Chang'an</i> (Chapters 1)	<ul style="list-style-type: none"> ➤ Exploration of fundamental literary elements including plot, setting, and initial characterization. ➤ Focus on narrative perspective (e.g., third-person limited) and its effect on reader positioning and interpretation. ➤ Learner Portfolio Entry: Students will be required to create a Learner Portfolio entry for this section. 	Summative assessment Paper 2 (20)
7	September 29	National Holiday		
8	October 6-October 13	Narrative Foundations: <i>The Litchi of Chang'an</i> (Chapters 2)	<ul style="list-style-type: none"> ➤ Developing foundational vocabulary for literary analysis. ➤ Students begin to analyze how meaning is constructed and to reflect on the assumptions and values that frame a response to a text. ➤ Learner Portfolio Entry: Students will be required to create a Learner Portfolio entry for this section. 	Summative assessment Paper 2 (20)
9	October 20-November 3	Narrative Craft & Thematic Depth: <i>The Litchi of Chang'an</i> (Chapters 3-5)	<ul style="list-style-type: none"> ➤ Analysis of narrative structure, pacing, and suspense. In-depth study of character development (character arc) and how it contributes to the novel's central themes, such as the conflict between the individual and the system. Deepening the analysis of authorial choices. ➤ Students learn to connect textual details to broader thematic concerns, a key skill for both Paper 2 and the HL Essay. ➤ Learner Portfolio Entry: Students will be required to create a Learner Portfolio entry for this section. 	Summative assessment Paper 2 (20)
10	November 10-November 17	In-depth Character Analysis and Connection to Global Issues: <i>The Litchi of Chang'an</i> (Chapters 6-7)	<ul style="list-style-type: none"> ➤ Character Arc Analysis: In-depth study of the protagonist, Li Shande's, transformation. ➤ Thematic Deepening: Analysis of how Li Shande's personal struggle illuminates the novel's central themes. Introduction and Application of Global Issues (GI): This is a key moment to formally connect the literary text to the Individual Oral framework. Using Li Shande's experiences in these chapters, we will explore how the novel presents a Global Issue. A primary focus will be on the field of inquiry "Power, politics, and justice." ➤ Learner Portfolio Entry: Students will be required to create a Learner Portfolio entry for this section. 	Summative assessment Paper 2(20)
15	November 24	Week Without Wall		
16	December 1-December 15	The Art of Non-Fiction Prose: <i>Small Figures in a Big Era</i>	<ul style="list-style-type: none"> ➤ Introduction to the conventions of the non-fiction prose genre. ➤ Close reading of selected essays to analyze authorial voice, tone, and perspective. ➤ Exploration of how the text negotiates the relationship between personal memory and collective history. ➤ Scaffolding Paper 2 comparative skills. ➤ Students begin to make connections across a range of texts studied, comparing how <i>The Litchi of Chang'an</i> and <i>Small Figures in a Big Era</i> within a cultural context. 	Summative assessment Paper 2 (25)
19	December 22	Christmas & New Year		
20	December 30	Christmas & N		

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21	January 5- January 12	A Deep Analysis of Prose Techniques: <i>Small Figures in a Big Era</i>	<ul style="list-style-type: none"> ➤ Prose Style Analysis: Understand the essence of prose—"structured in spirit, free in form." ➤ Liang Xiaosheng's Style: Examine how he blends personal experience, history, philosophy, and emotion to create a distinctive prose aesthetic. ➤ Personal Memory and Collective History: Analyze how "my" small memories interact with "our" larger historical narrative, highlighting the work's central theme. ➤ Argument and Structure: Identify the article's internal logic. ➤ Comparative Writing Practice: In the Learner Portfolio, write analytical paragraphs comparing authors' choices—directly supporting Paper 2 Criterion B2. 	Summative assessment Paper 2
23	January 19	The complex relationship between representation and reality (Non-literary Texts: Documentary, Interview, and Portrait Photography)	<ul style="list-style-type: none"> ➤ The Constructed Nature of Non-Literary Texts: We will explore how creators (directors, journalists, photographers) make specific authorial choices to convey a particular message or perspective. ➤ Close Analysis of Textual Detail: Students will move beyond summary to a detailed analysis of how specific authorial choices create meaning and affect the audience. ➤ Evaluating Argument and Persuasion: Students will learn to deconstruct the persuasive strategies at play in documentaries and interviews, distinguishing main arguments from supporting details and identifying rhetorical appeals. ➤ Deducing Broader Implications: Students will practice moving from the analysis of a single detail to an understanding of the text's broader implications regarding social, cultural, or political issues. 	Summative assessment Paper 1
Year 1 Semester 2				
1	January 26- February 9	Deconstructing Commercial Discourse (Non-literary texts: Advertisements, social media content)	<ul style="list-style-type: none"> ➤ Analysis of how persuasive language and visual rhetoric in advertising and media shape consumer desires and social values. ➤ Exploration of the underlying ideologies and power structures within commercial discourse. ➤ Deepening Paper 1 analytical skills. Students move beyond identification to a critical evaluation of a text's structure, argument, and ideological assumptions. This addresses the exploration of texts and the insights they offer into social and global issues. ➤ Constructing and Supporting Arguments: In both written and oral forms, students will practice constructing complex arguments about how texts function. They will learn to support their claims with precise, relevant evidence from the texts. ➤ Developing a Critical Voice: Students will be encouraged to move from personal response ("I like this photo") to academic response ("The photographer uses chiaroscuro lighting to create a sense of internal conflict within the subject..."). ➤ Learner Portfolio Entry: Students will be required to create a Learner Portfolio entry for this section. 	Summative assessment Paper 1
4	February 16	Chinese New Year		
5	February 23	Chinese New Year		
6	March 2- March 16	Exploring Character & Creativity: <i>A Man Called Ove</i>	<ul style="list-style-type: none"> ➤ Analysis of plot structure, complex characterization, and the author's creative expression of themes like grief, community, and change. ➤ As a work in translation, it prompts discussion on how texts interact with time and space and traverse cultural boundaries. ➤ Further development of literary analysis skills applicable to Paper 2. ➤ Students evaluate the aesthetic function of literary language and its relationship to the world. 	Summative assessment Paper 2
10	March 30	Introduction to the HL Essay	<ul style="list-style-type: none"> ➤ Formal introduction to the requirements of the HL Essay. Discussion of how to select a suitable literary work and develop a focused, arguable line of inquiry. ➤ Students practice formulating research questions and writing thesis statements. This is a critical step in their development as independent researchers, requiring them to carry out inquiry beyond the classroom experience. 	HL essay draft
11	April 6	Easter Holiday		
12	April 13- May 11	Structure & Social Commentary: <i>The Field of Life and Death</i>	<ul style="list-style-type: none"> ➤ Analysis of the novel's modernist structure, stylistic innovations, and powerful use of imagery. ➤ Exploration of the work as a form of social critique, reflecting its specific historical and cultural context. 	Summative assessment Paper 2

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			<ul style="list-style-type: none"> ➤ Enhancing students' ability to analyze form and its connection to meaning. The text provides a strong basis for a potential HL Essay or a complex Paper 2 comparison. ➤ Developing a Line of Inquiry (HL Essay Skills): Guide students to formulate their own clear, researchable questions about the work. 	
17	May 18	Review Week	<ul style="list-style-type: none"> • Final Exam Review 	
18	May 25	Final Exam Week		
19	June 1- June 8	Finalizing the Individual Oral (IO) Topic	<ul style="list-style-type: none"> ➤ Students make a definitive choice for their IO, selecting one literary work and one non-literary body of work. ➤ They will formally identify the Global Issue that connects the two. ➤ Students articulate a clear rationale for their choices and formulate a specific thesis for their oral. ➤ They will select suitable extracts that form the basis of the individual oral. 	IO Topic and GI
21	June 15	Collaborative Science Project		
Year 2 Semester 1				
1	August	The World of the Stage: <i>The Cherry Orchard</i> (Acts 1-4)	<ul style="list-style-type: none"> ➤ Introduction to the conventions of drama, including subtext, stage directions, symbolism, and dramatic irony. ➤ Analysis of characterization as a reflection of societal change and class conflict. ➤ Exploration of the play's themes of memory, loss, and the passage of time. Developing the specific vocabulary and analytical approach required for drama. ➤ This text, as a work in translation from a different time and place, strengthens the exploration of intertextuality and context. 	
	September	Structured Preparation for the Individual Oral (IO)	<ul style="list-style-type: none"> ➤ The Individual Oral: A Deep Dive into the Assessment Criteria: While students will be familiar with the criteria, this unit will involve a forensic analysis of each one. ➤ Students learn to deliver a well-organized, coherent, and convincing oral. They practice balancing their analysis and synthesizing their ideas under timed conditions, supported by valued feedback from peers and the teacher. ➤ The Global Issue: Students will finalize their globally significant issue, ensuring it is focused enough for a 10-minute presentation but broad enough to have relevance across cultures and texts. The teacher will provide final guidance on the suitability of the chosen issue. ➤ Text and Extract Selection: Students will make their final selection of one literary work and one non-literary body of work. They will learn the strategic importance of choosing extracts (max 40 lines or equivalent) that are rich with analytical potential and serve as a powerful springboard into their argument about the global issue. 	IO Practise
7	September	National Holiday		
8	October	IO Mock and IO Final	<ul style="list-style-type: none"> ➤ Oral Fluency and Pacing: Through mock orals, students will practice speaking clearly, confidently, and at a pace that is both natural and fits within the 10-minute time limit. This is a key self-management skill. ➤ Structuring the 10-Point Outline: Students will learn the function and limitations of the outline. ➤ The 5-Minute Q&A: Explicit instruction on the purpose of the follow-up questions: to probe understanding, clarify points, and allow the student to demonstrate the depth of their knowledge beyond the prepared presentation. ➤ Students will outline their arguments, practice their 10-minute oral delivery, and prepare for the Q&A session with the teacher. ➤ Guided Mock sessions for the IO. ➤ Academic Honesty 	IO Final
13	November	Deconstructing Silence: <i>Everything I Never Told You</i>	<ul style="list-style-type: none"> ➤ Close reading and detailed analysis of the novel's non-linear narrative structure, shifting perspectives, and use of symbolism. ➤ Exploration of themes such as cultural identity, family dynamics, and the failures of communication. ➤ Advanced analysis of complex narrative techniques. ➤ Students will make intertextual connections to other works studied, particularly regarding the theme of identity, in preparation for Paper 2. 	Summative assessment Paper 2
17	December	Completion of the HL Essay	<ul style="list-style-type: none"> ➤ Students will complete the writing, editing, and revision process for their HL Essay. 	HL Essay Final

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			<ul style="list-style-type: none"> ➤ Emphasis is placed on crafting a formal, well-organized, and well-focused response to their chosen line of inquiry. ➤ Students will refine their formal academic writing, ensuring their essay is well-structured, evidences good citation and referencing skills, and presents a sophisticated, critical analysis. 	
19	December	Christmas & New Year		
20	January	Christmas & New Year		
21	January	Paper 1 Intensive Workshop	<ul style="list-style-type: none"> ➤ Timed practice with a variety of unseen non-literary text types. ➤ Strategic review of analytical frameworks and key terminology. ➤ Developing speed, precision, and organization in writing a guided analysis under exam conditions. ➤ Focus on crafting a detailed evaluation and critical analysis of the potential meanings for language used. 	Summative assessment Paper 1
Year 2 Semester 2				
1	January	Paper 2 Intensive Workshop	<ul style="list-style-type: none"> ➤ Timed practice writing comparative essays in response to past Paper 2 questions. ➤ Review of all literary works studied, focusing on themes, characterization, and authorial choices. ➤ Developing the ability to write a formal essay which is well-organized, which offers a balanced comparison between two works, and which is clearly focused on a given question, all without access to the texts. 	Summative assessment Paper 2
3	January	Chinese New Year		
4	February	Chinese New Year		
5	February	DP Mock Examination Review		
6	February	DP Mock Examination		
7	February	Review	<ul style="list-style-type: none"> • Mock Examination take up 	IA – INT. TRADE FINAL DRAFT DUE
8	March	Review		
9	March	Review		
10	March	Review		
11	March	Review		
12	March	Review		
13	March	Review		
14	April	Easter Holiday		
15	April	Review		
16	April - May	IB DP May Examination		