

Danish A: Literature

The subject

Danish A: Literature is course in literary analysis and interpretation, which recognizes the originality of Danish literature as well the influence that world literature has had and still has on Danish Literature. Students of Danish A: Literature will therefore engage with a range of literary genres, from Denmark as well as other countries around the world, in order to explore and understand how literature represents and constructs the world and the social and cultural identities. Through the close analysis of literary texts, the students will develop an in depth understanding of different literary styles from a broad variety of historical periods and cultures. During the course, the students will also consider how their own viewpoints, as well as the critical and literary perspective of others, are shaped by cultural belief systems and how meanings are negotiated within them. The exploration of the texts involves critical and creative oral and written responses by the students, as it will help shape their awareness of how texts work to influence the reader and how readers open up the possibilities of texts.

The teachers



Alan Sortkær Pedersen (ASP)



Else Marie Steen Thomassen (ES)



Martin Krag Rasmussen (MKR)

Danish A: Literature and Theory of Knowledge

Studies in Danish A: literature engage students in an exploration of human nature, experience and expression through the construction and reception of literary texts. This includes the ways in which personal views are constructed and communicated and in becoming more aware of the perspectives of others through their studies, students develop a stronger sense of their own individual viewpoints, such as their position in time and place. When exploring literature from the perspective of Theory of Knowledge the students are specifically asked to critically reflect on knowledge questions such as, but not limited to:

- What kind of knowledge can be constructed from a literary text and how is that knowledge constructed?
- To what extent can the meaning of a literary text be considered fixed?
- How does the context of production of a literary text influence or inform its meaning?
- To what extent is the knowledge a reader can obtain from a literary text determined by the context of reception?
- In what ways does the interaction of a literary text with other literary texts influence our perception of them and their meaning.

Danish A: Literature and International-mindedness

The study of literature is instrumental in developing an awareness and understanding of the self and how it relates to others. Through the study of texts written originally in the language studied and in translation, students gain an understanding of the ways in which different languages and literatures represent the world and how these can reflect and help create diverse identities. Students also become aware that representations of the world vary across cultures and are encouraged to consider the reasons why, attaining a better understanding of the different ways in which people experience and represent the world.

Students will examine the ways in which their personal world, identities and relationships are represented in texts and how these relate to their own perspectives of the reality around them, and to experience representations of other realities and other people.

| Skills and toolkit (ATL) | Topics | Assessments objectives |
|---|---|---|
| <ul style="list-style-type: none">• Thinking skills• Communication skills• Social skills• Self-management skills• Research skills | Areas of Exploration: <ul style="list-style-type: none">• Readers, writers and texts• Time and space• Intertextuality through the study of literary works of: <ul style="list-style-type: none">• different literary forms• different periods and places relating to Global Issues | <ul style="list-style-type: none">• Knowledge and understanding• Analysis and Evaluation• Focus and Organisation• Language |

Examples of concepts and conceptual understanding in Language and Literature

- **Identity:** for example, how far are the views in a text representative of the writer's identity?
- **Culture:** for example, to what extent is a text a product of a particular cultural or literary context?
- **Creativity:** how important is originality in the production and reception of a text? In reading, how is the reader able to engage in an imaginative interaction with a text?
- **Communication:** for example, how do choices of style and structure facilitate communication in a text?
- **Perspective:** How far do the contexts of production and reception influence and shape the perspectives of writer or reader?
- **Transformation:** This concept embodies both intertextuality, where a writer may borrow, adapt or refer to other texts, and to how the act of reading may be transformative for the reader
- **Representation:** To what extent can or should a text be a mirror of reality? How do form and structure interact with and relate to meaning?

Link to IBO subject brief

https://www.ibo.org/globalassets/publications/recognition/1_languagea hl_2011.pdf