

# IBDP English A: Language and Literature

## Teacher to Teacher Tips

Kognity is designed to help you prepare your students for success in their studies, while saving you time in the process. We have taken some of the most frequently asked questions from IBDP English A: Language and Literature teachers and provided the answers to them. Explore them below!



### What should students focus on when reading this resource?

First, it's important to understand that this isn't a traditional textbook—it's a flexible, modular learning companion designed to support inquiry, not just deliver content. Students should focus on engaging with the resource actively, using the structure as a springboard rather than a script. Each section includes context-setting tools—like “Big picture,” “You should know,” and “Before you start” boxes—which prepare students to approach unfamiliar texts with confidence. The learning journey is non-linear: students can move through topics sequentially or dip into specific sections based on their current focus, whether that's honing a particular skill, exploring a particular extract, or preparing for an assessment. The goal isn't to memorise—it's to explore, interpret, reflect, and build independent critical thinking.

Moreover, each section has words which could be new to the student hyperlinked to the glossary so that a small definition pop up appears.

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oral folk tale to written texts to modern film and television adaptations, TV shows, such as *Once Upon a Time* (Adams Horowitz, 2011–2019) (Catherine Hardwick, 2011), are contemporary examples of how texts can be transformed. The elements of mystery, romance and horror, reflected in the original story, are often present in these new versions. For example, in the 2011 TV show, the wolf is a good character who is tricked by the bad wolf.

See entire glossary

See entire glossary

Look at the classic illustration of Little Red Riding Hood and a modern photograph of Little Red Riding Hood in **Figure 1**. What's changed? How does the second image transform ideas about who the girl is: her power, her innocence or the danger she faces? What new story does this version seem to tell?





**Figure 1:** 'Little Red Riding Hood' classic illustration by Eugen Johann Georg Klimsch, depicting Red conversing with the wolf in the forest (left) and a modern photographic depiction of Little Red Riding Hood (right).

Credits: J. C. Rosenthal, Getty Images (left) and Karpas, Getty Images (right)

The “Skills objectives” at the beginning of each section articulate what students are expected to develop, setting transparent, skill-focused goals that align with IBDP assessment demands. This helps students see not just what they’re learning, but why it matters, and how it connects to their long-term growth as readers, thinkers, and communicators. The “Thinking prompt”, by contrast, opens a conceptual doorway—posing an essential, inquiry-based question that sparks curiosity and positions the section within a larger conversation.

### Introduction

Have you ever noticed how two people can look at the same situation but see completely different things? That is the power of perspective. Different viewpoints can shape how stories are told, ideas are shared and meaning is created. By the end of this section, you will gain a more focused understanding of how perspective operates within texts and impacts interpretation.

### Skills objectives

- Analyse how a creator's perspective influences the content and style of a text.
- Learn to engage with a range of perspectives in texts.
- Explore how interpretation is subjective and dependent on the individual's unique perspective.

### Thinking prompt

How do perspectives influence the meaning and interpretation of a text?

The alignment with the seven Central Concepts, Areas of Exploration, and Fields of Inquiry is shown in colourful boxes at the start of every section in Topics 2 and 3. This gives the student a map to interpretation while going through the section.

2. Text types / 2.2 Non-literary text types

## Advertisements

Concept: Representation   AOE: Time and Space   FOI: Science, technology and the environment

The last section in each subtopic consists of the “Learner portfolio reflective prompt”, inviting students to pause, process, and personalise their learning. These prompts help close the inquiry loop by encouraging students to return to the subtopic’s “Thinking prompt”, connect ideas across texts and contexts, and articulate how their thinking has evolved.

### Learner portfolio reflective prompt

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The goal of this section is to encourage you to reflect on the ways in which you have developed a deeper understanding of **literary text types**, their key features and their role in shaping meaning and purpose, while emphasising their importance in IB DP assessment.

#### ① Learner portfolio reflective prompt

Think back to what was asked in The big picture. How do the key features of literary text types shape their purpose and meaning?

Write a reflection of approximately 500 words that addresses how your knowledge of literary text types may help you succeed in this course. You can use the following questions and prompts to guide you:

- What have you discovered about the unique features of narrative, poetry and drama?
- How do specific author choices within narrative, poetry and drama shape their purpose and meaning? Use examples.
- Which literary text type do you feel most confident analysing and why?
- What specific examples can you recall where understanding a text's type helped you uncover deeper layers of meaning?
- How has your awareness of genre and form enhanced your ability to identify an author's intentions?
- How will your knowledge of literary text types assist you in IB DP assessments, and how do you plan to apply your understanding of these to further develop your analytical skills?
- Apart from narrative, poetry and drama, what other literary text types are there, and how much do you know about them?





## How can Kognity English A: Language and Literature help prepare students to achieve success in the Internal Assessment?

Kognity's support for the Individual Oral provides a full skill-building journey. The "Skills for the Individual Oral" subtopic deconstructs this assessment by guiding students through each step: selecting suitable literary works and bodies of work, choosing the extracts, constructing the global issue, analysing textual features and authorial choices, planning a structured outline, and delivering the oral. Templates scaffold student thinking, encouraging them to find rich connections between literary works and non-literary bodies of works, while reflective activities help them internalise the criteria. This approach builds not only fluency in the task itself, but confidence and conceptual clarity that carry into their performance.

The screenshot shows the Kognity platform interface for English A: Language and Literature. The top navigation bar includes 'Overview', 'Book', 'Practice', 'Assignments', and 'Insights'. The 'Book' tab is selected, showing a 'Table of contents' on the left and the 'Assessment' section on the right. The 'Assessment' section is expanded, showing 'Skills for the Individual Oral' (3.1) and 'Speaking skills in the Individual Oral' (3.2). The 'Skills for the Individual Oral' section is detailed with sub-sections: 'The big picture', 'Critical thinking in the Individual Oral', 'Activity sheet: Critical thinking in the Individual Oral', 'Textual analysis in the Individual Oral', 'Activity sheet: Textual analysis in the Individual Oral', 'Speaking skills in the Individual Oral', 'Activity sheet: Speaking skills in the Individual Oral', and 'Learner portfolio reflective prompt'. Each sub-section has a preview image and a 'View' button.





## How can Kognity English A: Language and Literature help students with their critical thinking and textual analysis skills?

Kognity develops students' critical thinking and textual analysis skills by guiding them through inquiry-driven tasks, real-text connections, and scaffolded interpretation. Every extract—literary or non-literary—is paired with probing questions that ask students not just what is said, but how and why it's said, and to what effect. Templates and activity sheets support students in breaking down textual features, evaluating authorial choices, and constructing well-supported interpretations. By providing multiple entry points into complex texts and encouraging reflection through portfolio prompts, Kognity cultivates habits of mind that empower students to read between the lines—and beyond them.





## How can Kognity English A: Language and Literature help students with their critical thinking and textual analysis skills?

To prepare for IB exams, students can use Kognity's targeted Topic 3-Assessment subtopic and exam-style questions to hone their critical thinking, textual analysis, writing and speaking skills. Each assessment—Individual Oral, Paper 1, Paper 2, and the HL Essay—is supported by clear guidance, and templates that break down the demands of the task. Auto-graded knowledge checks and activities also allow for low-stakes, high-impact practice, while reflective activities ensure students track their progress. Rather than teaching to the test, Kognity prepares students to meet the exam with clarity, agency, and critical insight—grounded in skills they've built over time.

**Mark scheme control**  
Locked during the assignment and can be unlocked manually by you  
[Change](#)

**Arrange** 2 questions

1. Paper 2 -- Transformation: To what extent do the protagonists in two literary works you have studied undergo transformation, and ... 30 ↑ ↓ ✎

2. Paper 1 -- Blog: The blog post 'Delf's \$100 Neo selfie phone is going to be everywhere', written by Thomas Ficker and published in The ... 30 ↑ ↓ ✎

[Show less](#) ↗

**Instructions**  
e.g. Please pay attention to the concepts covered in topic A.1

**Deadline**

1. Select assignment > 2. Modify assignment Finish later Review and schedule Review and send

