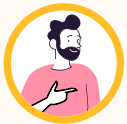


# IBDP English A: Language and Literature

## 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.

Section
g1 Feedback

oral folk tale to written texts to modern film and television adaptations. TV shows, such as *Once Upon a Time* (Adam Horowitz, 2011–2019) and *Once Upon a Time in Wonderland* (Catherine Hardwick, 2011), are contemporary adaptations that incorporate elements of mystery, romance and horror, reflecting the genre's evolution.

Look at the classic illustration of Little Red Riding Hood ~~as it was first told~~ **as it was first told in the modern version** 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. Roseman, Getty Images (left) and Kangah, 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.

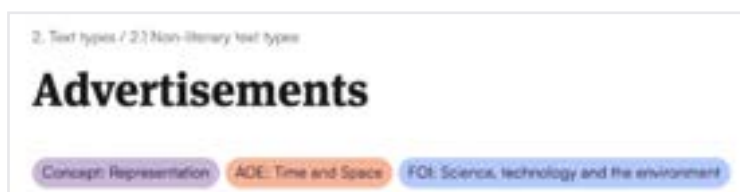
**Skills objectives**

- 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.

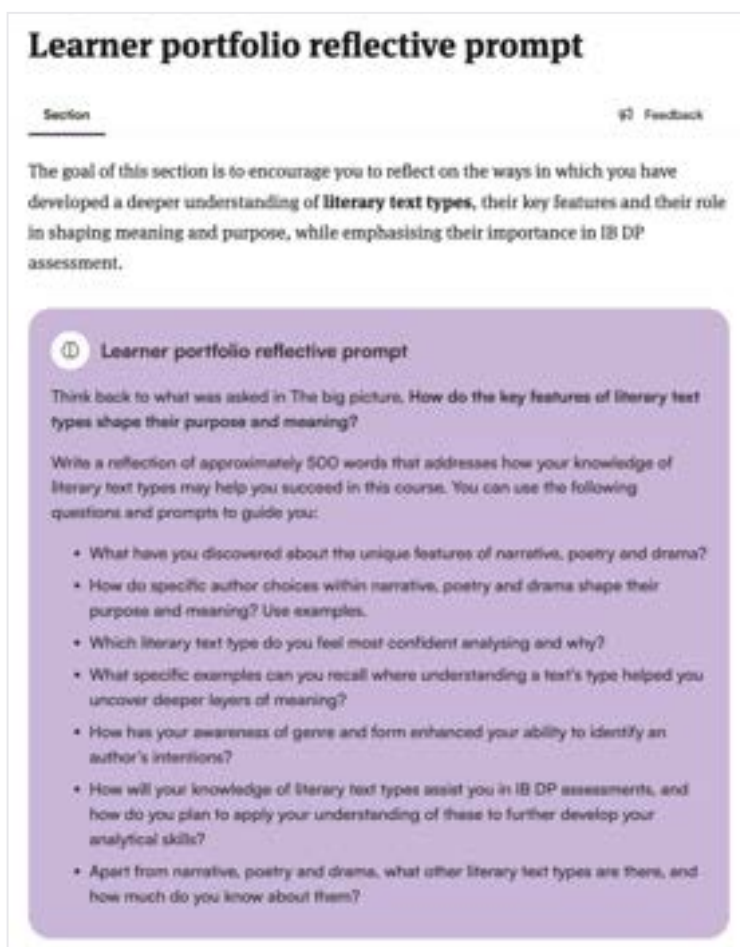
**Thinking prompt**

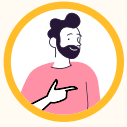
How do perspectives influence the meaning and interpretation of a text?

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.



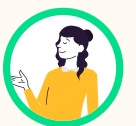
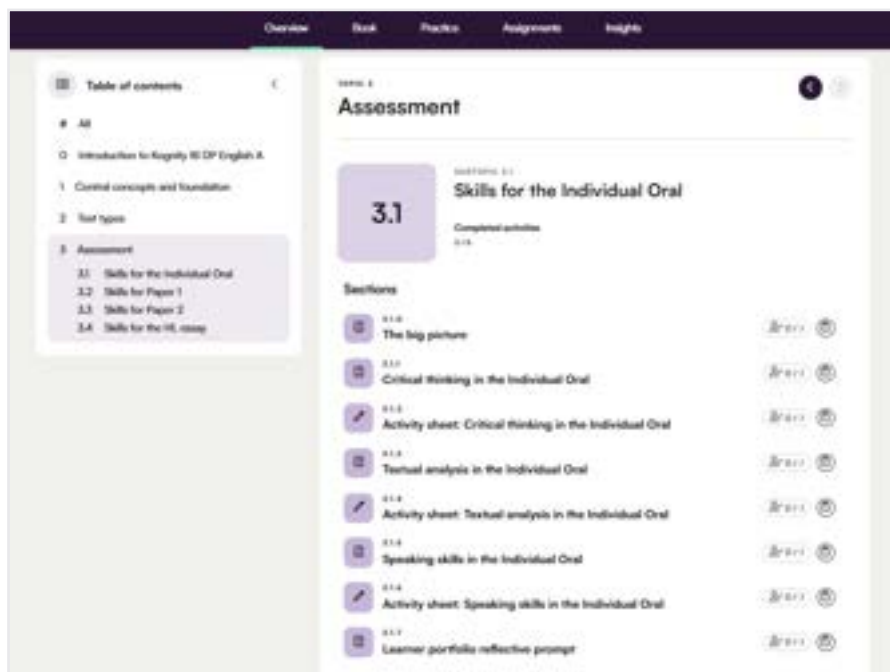
The last section in each subtopic consists of the “Learner portfolio reflective prompt”, inviting students to pause, process, and personalise their learning. These prompts help close the inquiry loop by encouraging students to return to the subtopic’s “Thinking prompt”, connect ideas across texts and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





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

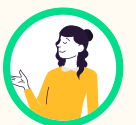
Kognity's support for the Individual Oral provides a full skill-building journey. The "Skills for the Individual Oral" subtopic deconstructs this assessment by guiding students through each step: selecting suitable literary works and bodies of work, choosing the extracts, constructing the global issue, 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.





## 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.

The screenshot shows the 'Mark scheme control' section of the Kognity interface. It includes a 'Locked during the assignment and can be unlocked manually by you' status, a 'Change' button, and an 'Arrange' section with 2 questions. The questions are listed in a table with columns for question number, text, and a score field. The first question is 'Paper 2 — Transformation: To what extent do the protagonists in two literary works you have studied undergo transformation, and ...' with a score of 30. The second question is 'Paper 1 — Blog: The blog post 'Du's \$199 Neo-selfie drone is going to be everywhere', written by Thomas Hicker and published in The ...' with a score of 20. There are 'Show less' and 'Show more' buttons. Below the questions is an 'Instructions' section with a text box containing 'e.g. Please pay attention to the concepts covered in topic 6.1'. At the bottom is a 'Deadline' section with a 'Select questions' button, a 'Modify assignment' button, a 'Finish later' button, a 'Review and schedule' button, and a 'Review and send' button.

| Question | Text   | Score |
|----------|--|-------|
| 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 'Du's \$199 Neo-selfie drone is going to be everywhere', written by Thomas Hicker and published in The ... | 20    |

Instructions

e.g. Please pay attention to the concepts covered in topic 6.1

Deadline

1. Select questions 2. Modify assignment

Finish later

Review and schedule

Review and send

