

SECONDARY CURRICULUM
IB DIPLOMA
LANGUAGE & LITERATURE A:
VIETNAMESE
OVERVIEW
GRADE 11 – GRADE 12

IB Diploma Programme at Tesla Education

The **International Baccalaureate (IB) Diploma Programme** at Tesla Education, offered to students in **Grades 11 and 12**, represents the pinnacle of their learning journey. Designed to prepare students for success at university and beyond, the DP fosters **academic excellence, personal growth**, and a deep sense of **global citizenship**. Through its rigorous and **interdisciplinary curriculum**, students are challenged to think critically, engage with complex local and global issues, and develop an ethical perspective that informs responsible decision-making. The DP nurtures independent inquiry, research, and collaboration, empowering students to become **active, compassionate, and lifelong learners** who can thrive in a rapidly changing world. At Tesla, the DP experience is enriched by our commitment to **innovative teaching, personalized learning pathways**, and the integration of **IB Learner Profile attributes** across all subjects. Our graduates leave Tesla equipped with the **skills, knowledge, and mindset** required to succeed in leading universities and to contribute meaningfully to society.

Criteria for Successfully Achieving the IB Diploma Certificate

To be awarded the **IB Diploma**, students must meet the following requirements:

1. Subject Requirements

Students must complete **six DP subjects**, one from each group:

- **Group 1:** Studies in Language and Literature
- **Group 2:** Language Acquisition
- **Group 3:** Individuals and Societies RS | PRIMARY | MIDDLE | HIGH SCHOOL
- **Group 4:** Sciences
- **Group 5:** Mathematics
- **Group 6:** The Arts **OR** a second subject from Groups 1–4

2. Levels

- At least **three subjects** must be taken at **Higher Level (HL)**.
- The remaining **three subjects** are taken at **Standard Level (SL)**.

3. Core Requirements *(Mandatory for All Candidates)*

Students must complete and pass all three components of the **IB Diploma Programme Core**:

- **Theory of Knowledge (TOK):** Assessed through an exhibition and an essay.

- **Extended Essay (EE):** An independent, 4,000-word research paper.
- **Creativity, Activity, Service (CAS):** Successful completion of documented CAS experiences and a final project.

4. Point Requirements

- Minimum total: **24 points** out of **45**.
- Up to **3 bonus points** may be earned based on combined performance in **TOK** and **EE**.
- **CAS** completion is compulsory but does not contribute to points.

5. Minimum Scores Per Level

- A total of **at least 12 points** across the **three HL subjects**.
- A total of **at least 9 points** across the **three SL subjects**.
- No score lower than **2** in any HL subject.
- No score of **“N”** (non-submission) in any subject or core component.

6. Award of the Diploma

- **Maximum score:** 45 points
 - 6 subjects × **7 points** each = **42**
 - **TOK + EE bonus:** up to **3 additional points**
- The **IB Diploma** is awarded if the student:
 - Achieves **24 points or more**.
 - Meets the HL/SL minimum requirements.
 - Completes **TOK, EE, and CAS** successfully.
 - Has **no disqualifying conditions**.



Policy Alignment Statement

This course is delivered in full alignment with Tesla Education’s IB-approved policies on assessment, language, inclusion, and academic integrity. These policies ensure that teaching, learning, and evaluation within the course are consistent with the IB Diploma Programme standards and support all students in achieving their personal and academic goals.

Subject Description

Vietnamese Language & Literature (Language A) is an IB Diploma Programme (DP) course designed for students with strong proficiency in Vietnamese. The course develops students' receptive, productive, and interactive skills through the study of literary and non-literary texts in a variety of media, genres, and cultural contexts.

Students explore how language shapes identity, culture, and worldview while developing skills in analysis, interpretation, and evaluation. At Higher Level (HL), students engage with a wider range of texts and undertake an HL Essay for deeper inquiry.

Academic integrity is promoted through proper referencing, authentic authorship, and independent research, while inclusive teaching strategies ensure differentiation, scaffolding, and support for students of varied backgrounds.

Areas of Exploration

Students examine texts through three Areas of Exploration as defined by the IB:

1. Readers, Writers, and Texts
 - The relationship between authors, audiences, and meaning-making.
 - Investigating how texts communicate ideas and emotions.
2. Time and Space
 - Exploring cultural, historical, and societal contexts of texts.
 - Understanding how meaning shifts across different settings.
3. Intertextuality: Connecting Texts
 - Comparing texts across genres, forms, and periods.
 - Analysing how meaning is shaped through intertextual relationships.

Aims

- Engage with a wide range of texts from different periods, styles, and cultures.
- Develop skills in critical analysis, interpretation, and evaluation.
- Appreciate the aesthetic, social, and cultural value of texts.
- Understand how texts shape and reflect identity.
- Strengthen communication skills through discussion, writing, and performance.
- Foster lifelong curiosity and a passion for literature.

Approaches to Learning (ATL)

ATL Skill	Application in Vietnamese Language & Literature
Thinking Skills	Analysing themes, arguments, and intertextual links.
Research Skills	Locating, interpreting, and referencing sources for essays and IA.
Communication Skills	Presenting ideas clearly in oral and written forms.
Self-Management	Planning HL essays, meeting IA deadlines, maintaining portfolios.
Social Skills	Collaborating on comparative studies and CAS-linked projects.

IB Learner Profile

Learner Profile Attribute	How Vietnamese Language and Literature Develops It
Inquirers	Researching Vietnamese literature, identity, and culture.
Knowledgeable	Understanding diverse texts and contexts in depth.
Thinkers	Evaluating authorial choices and cultural perspectives.
Communicators	Expressing complex ideas confidently in Vietnamese.
Principled	Demonstrating academic integrity and respect for intellectual property.
Open-minded	Engaging with Vietnamese and global voices across genres and contexts.
Caring	Applying literary insights to CAS projects on social issues.
Risk-takers	Tackling sensitive topics and creative interpretations.
Balanced	Managing reading, writing, oral tasks, IA, and the DP core effectively.
Reflective	Using learner portfolios to evaluate progress and refine skills.

Assessment Criteria and Scale (Internal and External):

Aligned with the IB DP Language and Literature A Guide (First Assessment 2025)

External Assessment (70%)

- Paper 1: Guided Textual Analysis (35%)
 - SL: One analysis of an unseen non-literary text (1 hr 15 mins)
 - HL: Two analyses of two unseen texts (2 hrs 15 mins)
- Paper 2: Comparative Essay (35%)
 - Comparative essay on two literary works studied in class.
 - SL & HL both: 1 hr 45 mins.

Paper 1 — Guided Textual Analysis

Criterion	Focus	Max Marks
A: Understanding & Interpretation	Demonstrate comprehension, interpretation, and insightful response to the unseen text(s).	10
B: Analysis & Evaluation	Analyse authorial choices, stylistic devices, and their effects on meaning.	10
C: Organisation	Structure ideas logically and coherently; integrate examples effectively.	5
D: Language	Use clear, precise, and appropriate academic language.	5
Total		30

Paper 2 — Comparative Essay

Criterion	Focus	Max Marks
A: Knowledge, Understanding & Interpretation	Demonstrate in-depth knowledge of two works; interpret meaning and context.	10
B: Analysis & Evaluation	Compare authorial choices, themes, and techniques effectively.	10
C: Focus, Organisation & Development	Present a structured, well-developed, and balanced comparative argument.	5
D: Language	Use accurate, sophisticated academic Vietnamese.	5
Total		30

HL Essay (HL Only)

Criterion	Focus	Max Marks
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A: Knowledge, Understanding & Interpretation	Demonstrate depth of understanding and critical engagement.	10
B: Analysis & Evaluation	Evaluate authorial choices and integrate secondary perspectives where relevant.	10
C: Focus & Organisation	Present a coherent and logically structured argument.	5
D: Language	Use formal academic language and accurate referencing.	5
Total		30

Internal Assessment (30%)

- Individual Oral (SL & HL)
 - Based on one literary work + one non-literary body of work, linked to a global issue.
 - 15 mins: 10 mins presentation + 5 mins Q&A.
 - Conducted by teachers; externally moderated by IB.

Internal Assessment - Individual Oral

Criterion	Focus	Max Marks (SL)	Max Marks (HL)
A: Knowledge, Understanding & Interpretation	Demonstrate understanding of the chosen texts and global issue.	10	10
B: Analysis & Evaluation	Analyse authorial choices and explain their effects.	10	10
C: Organisation	Present ideas coherently, logically, and persuasively.	5	5
D: Language	Use academic, precise, and appropriate Vietnamese.	3	5
Total		28	30

HL Essay (HL only, 20%)

- 1,200–1,500 words.
- Independent inquiry into one literary or non-literary work studied.

Summary of Weightings

Component	SL Weighting	HL Weighting
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Paper 1	35%	35%
Paper 2	35%	25%
HL Essay	—	20%
Individual Oral	30%	30%
Total	100%	100%

Comparison Table: SL vs HL

Aspect	Standard Level (SL)	Higher Level (HL)
Literary Works	4 works studied	6 works studied
Non-Literary Texts	Equivalent teaching time to literary works	Greater depth and wider range
Paper 1 (Guided Textual Analysis)	One analysis, 1 hr 15 mins	Two analyses, 2 hrs 15 mins
Paper 2 (Comparative Essay)	1 essay on 2 works, 1 hr 45 mins	Same format, deeper expectation
HL Essay	Not required	1,200–1,500 words, independent inquiry
Individual Oral	Analysis of 1 literary + 1 non-literary work linked to a global issue	Same structure, higher depth
Teaching Hours	~150 hours	~240 hours

EARLY YEARS | PRIMARY | MIDDLE | HIGH SCHOOL

DP Core Integration (ToK, CAS, EE)

Theory of Knowledge (TOK)

Throughout the course, students critically examine how language and literature shape knowledge, identity, and cultural perspectives. TOK integration is woven into each term through class discussions, presentations, and assessments.

TOK Focus Areas

- **Nature of Texts (Year 1 Term 1)**

How do texts create meaning?

Students investigate how authors use structure, language, and style to shape understanding.

- **Context and Perspective (Year 1 Term 2)**

How does culture influence the way we interpret texts?

Links literature to history, politics, and identity.

- **Intertextuality and Global Issues (Year 1 Term 3)**

How do texts speak to each other across time and place?

Encourages comparative analysis of Vietnamese and translated works.

- **Whose Interpretation Counts? (Year 1 Term 4)**

Explores subjectivity in literary criticism and authorship debates.

- **Synthesis and Knowledge Construction (Year 2)**

TOK links strengthen during EE preparation and portfolio reflection, especially on global issues like power, justice, and identity.

Creativity, Activity, Service (CAS)

CAS is embedded throughout the course, offering students opportunities to apply their critical and creative skills beyond the classroom by connecting Vietnamese literature with real-world contexts.

CAS Integration by Term:

- Year 1 Term 1 – Organise a Vietnamese literary reading to showcase local short stories.
- Year 1 Term 2 – Create cultural awareness campaigns exploring Vietnamese identity through poetry and speeches.
- Year 1 Term 3 – Host bilingual storytelling circles using translated works to foster intercultural exchange.
- Year 2 Term 1 – Collaborate on multimedia literary exhibitions inspired by major works.
- Year 2 Term 2 – Lead service-learning projects linked to studied texts on justice, equality, and human rights.
- Year 2 Term 4 – Curate a student-led CAS showcase combining literature, performance, and reflection.

CAS Project Ideas:

- Host a public reading of Vietnamese literary works
- Launch a podcast series discussing themes in contemporary Vietnamese literature
- Organise a book club connecting Vietnamese texts with international works
- Develop a community awareness campaign based on a studied theme, such as environmental justice or gender equality

Extended Essay (EE)

Students are encouraged to write their EE in Vietnamese Language & Literature, selecting a research focus distinct from the set texts studied in class.

Areas of Focus:

- **Literature:** Analysis of a Vietnamese literary work or movement not covered in class.
- **Language:** Research into Vietnamese linguistics, stylistics, or discourse analysis.
- **Translation Studies:** Comparing Vietnamese texts with translated versions to explore meaning shifts.
- **Cultural Discourse:** Investigating how Vietnamese literature portrays identity, society, or historical memory.

Examples of EE Research Questions:

- *How does Nguyễn Nhật Ánh portray childhood and identity across different cultural contexts?*
- *In what ways does Hồ Xuân Hương use satire to challenge gender norms in 18th-century Vietnam?*
- *How does translation influence the interpretation of “Truyện Kiều” for modern audiences?*

Course Overview

Year	Term	Area of Exploration	Key Themes & Topics	Main Texts / Genres	Key Assessments	Core Integration (TOK, CAS, EE)	Notes / Adaptation
1	T1	Readers, Writers & Texts	Nature of texts, authorship, point of view, style, text types	Vietnamese short stories, essays, opinion columns	Diagnostic writing, Paper 1 (practice)	TOK: “How do texts create meaning?”	Compare Vietnamese and world texts; integrate multilingual examples
1	T2	Time & Space	Context, history, culture, identity, society	Poetry, speeches, visual media, non-literary texts	Individual Oral preparation, class debates	CAS: Organise a literary/cultural event	Explore Vietnamese identity through personal narratives

1	T3	Intertextuality: Connecting Texts	Comparative genres, traditions, intertextual references	Vietnamese and translated works, graphic texts	Paper 2 (comparative essay practice)	EE: Proposal development + research skills	Introduce translated works to build cross-cultural links
1	T4	Integration & Review	Synthesising themes, creative writing, oral communication	Mixed text types and genres	Oral presentations, reflective journals	TOK: “Whose interpretation counts?”	Project-based inquiry and creative adaptations
2	T1	Advanced Inquiry (<i>all areas revisited</i>)	Author studies, advanced literary analysis, critical perspectives	Major literary works, media, film, news archives	HL Essay proposal & draft (HL), Paper 1 mock exam	EE: Refining research, drafting HL essay	Integrate multimedia and non-literary texts
2	T2	Synthesis & Global Issues	Global themes: equality, justice, power, identity	Non-fiction, drama, social commentary	Individual Oral (final), Paper 2 mock	CAS: Service projects linked to studied texts	Connect texts to contemporary social issues
2	T3	Exam Review & Performance	Full review of all themes, exam strategies	All studied works + unseen texts	Mock exams (Papers 1 & 2), IA practice	TOK/CAS/EE Reflection: Interdisciplinary connections	Peer feedback cycles for skills refinement
2	T4	Reflection & Future Pathways	Personal engagement, portfolios, extended analysis	Learner portfolio, curated texts	Final exams, portfolio completion, TOK exhibition	EE: Final submission; CAS: Project showcase	Student voice showcased in final presentations

Scope and Sequence

Year 1 – Term 1

Area of Exploration: Readers, Writers, and Texts / **Theme:** How authors construct meaning and identity

Weeks	Focus	Key Texts & Genres	Skills Development	Assessment	TOK / CAS / EE Integration
1–2	Course induction, diagnostic writing, introduction to text types	Vietnamese short stories, essays	Understanding authorial choices, narrative structures	Diagnostic writing task	TOK: How do texts construct meaning?
3–5	Style, voice, and purpose in short stories	Blogs, opinion columns	Analyse tone, register, and textual conventions	Formative Paper 1-style commentary	CAS: Organise a Vietnamese short story reading circle
6–8	Perspective and representation	Non-literary texts: interviews, ads	Compare how authors create meaning across genres	Oral reflections	TOK: How do different texts represent reality?
9–10	Authorial intent vs reader response	Literary essays	Evaluate meaning-making between author, reader, and context	Peer discussion & written reflection	EE brainstorming workshop
11–12	Review & Summative	Mixed Vietnamese texts	Apply Paper 1 analytical framework	Paper 1 (practice)	TOK debrief: Whose interpretation counts?

Year 1 – Term 2

Area of Exploration: Time and Space / **Theme:** Literature as cultural and historical expression

Weeks	Focus	Key Texts & Genres	Skills Development	Assessment	TOK / CAS / EE Integration
1–2	Context and culture shaping meaning	Vietnamese poetry, speeches	Analyse context-driven meaning-making	Poetic commentary practice	CAS: Host a cultural poetry recital
3–5	National identity in literature	Memoirs, autobiographical texts	Evaluate authorial bias and perspective	Individual Oral preparation	TOK: How does culture shape our interpretation?
6–8	Vietnamese voices in global contexts	Modern poetry, media	Compare cross-cultural representations	Formative group debates	CAS: Literary awareness campaign
9–10	Literature and historical memory	Short prose, essays	Relate themes to Vietnamese social history	Written commentary	EE topic selection workshop
11–12	Review & Summative	Vietnamese + global texts	Connect context and meaning	Individual Oral trial + reflection	TOK: Whose history do we prioritise?

Year 1 – Term 3**Area of Exploration:** Intertextuality – Connecting Texts / **Theme:** How texts converse across time and place

Weeks	Focus	Key Texts & Genres	Skills Development	Assessment	TOK / CAS / EE Integration
1–2	Genre and intertextuality	Novels, modern adaptations	Identify intertextual references	Short comparative response	TOK: How do texts influence each other?
3–5	Translation and meaning	Vietnamese classics + English translations	Compare translation strategies and reader impact	Formative Paper 2 practice	CAS: Bilingual storytelling sessions
6–8	Cross-cultural reinterpretation	Global texts inspired by Vietnamese literature	Explore thematic universality	Oral presentations	TOK: Can translation alter truth?
9–10	Vietnamese literary influence	Regional literary movements	Evaluate influence of Vietnamese literature globally	Research portfolio check	EE proposal development
11–12	Review & Summative	Translated vs original texts	Consolidate Paper 2 comparative writing	Paper 2 practice	TOK debrief on authorship and adaptation

Year 1 – Term 4**Area of Exploration:** Integration & Review / **Theme:** Synthesis of themes, skills, and contexts

Weeks	Focus	Key Texts & Genres	Skills Development	Assessment	TOK / CAS / EE Integration
1–2	Revisiting Paper 1 techniques	Mixed literary + non-literary texts	Apply commentary frameworks effectively	Paper 1 timed practice	TOK: How do we measure “good” interpretation?
3–5	Developing oral communication	News features, interviews	Practice persuasive and analytical speaking	Formative orals	CAS: Student-led discussion forum
6–8	Creative writing and perspectives	Short fiction, reflective essays	Craft voice-driven writing linked to studied themes	Creative portfolio submission	TOK: Does literature create or reflect culture?
9–12	Year-end review & consolidation	Selected texts	Integrate comparative and contextual analysis	Oral presentations + journals	EE: Final topic confirmation

Year 2 – Term 1

Area of Exploration: Advanced Inquiry (*all areas revisited*) / **Theme:** Critical perspectives and author studies

Weeks	Focus	Key Texts & Genres	Skills Development	Assessment	TOK / CAS / EE Integration
1–2	Author studies	Major Vietnamese authors	Literary criticism & theoretical frameworks	Annotated research task	TOK: How does authorial intent shape meaning?
3–5	Media and multimodality	Digital archives, short films	Analyse visual + textual interaction	Paper 1 mock exam	CAS: Multimedia literature showcase
6–8	Developing HL Essay (HL only)	Literary and non-literary works	Build arguments for HL inquiry	HL Essay proposal + outline	EE: Methodology workshop
9–12	Integrating perspectives	Vietnamese + global texts	Connect themes across AoEs	Individual consultations	TOK/CAS integration workshop

Year 2 – Term 2

Area of Exploration: Synthesis & Global Issues / **Theme:** Applying literature to contemporary challenges

Weeks	Focus	Key Texts & Genres	Skills Development	Assessment	TOK / CAS / EE Integration
1–2	Global themes in literature	Drama, non-fiction	Connect texts to power, justice, equality	Seminar discussions	TOK: Who defines global issues?
3–5	Linking literature to activism	Contemporary essays	Identify literature's role in shaping change	CAS action plans	CAS: Service-learning projects
6–8	Preparing for Individual Oral	Literary + non-literary texts	Synthesize global issues across texts	Individual Oral final	EE draft review
9–12	Consolidation of Paper 2	Comparative literary studies	Deepen analysis of two key works	Paper 2 mock	TOK debrief on activism & representation

Year 2 – Term 3

Area of Exploration: Exam Review & Performance

Weeks	Focus	Key Texts & Genres	Skills Development	Assessment	TOK / CAS / EE Integration
1–2	Full thematic review	All studied works	Integrate AoE perspectives into exam responses	Paper 1 mock	TOK: Are interpretations ever neutral?

3–5	Refining comparative analysis	Global + Vietnamese texts	Strengthen Paper 2 exam techniques	Paper 2 mock	CAS: Peer-led study workshops
6–8	IA finalisation	Oral recordings + transcripts	Submit internal assessment	IA submission	EE: Final draft submission
9–12	Exam strategies	Past IB papers	Full timed Paper 1 + 2 exams	Mock exam series	TOK/CAS/EE integration reflection

Year 2 – Term 4

Area of Exploration: Reflection & Future Pathways

Weeks	Focus	Key Texts & Genres	Skills Development	Assessment	TOK / CAS / EE Integration
1–4	Reflective portfolios	Student-selected works	Evaluate personal learning journey	Portfolio check-in	CAS: Final project planning
5–8	Student-led projects	Multimedia essays, creative works	Link literature to personal goals	Presentation showcase	TOK exhibition practice
9–10	EE submission & TOK exhibition	Extended Essay	Finalise EE for IB submission	EE submission	EE supervisor feedback
11–12	Transition planning	Portfolio exit reflections	Curate academic profiles	Final learner portfolio	CAS Showcase & farewell ceremony

EARLY YEARS | PRIMARY | MIDDLE | HIGH SCHOOL

Assessment Calendar

Year 1	Assessment Task	Type	Weighting	Focus	TOK / CAS / EE Integration
T1	Diagnostic Writing	Formative	–	Establish baseline writing and analysis skills	TOK: How do texts construct meaning?
	Paper 1 Practice	Summative	5%	Analytical commentary on an unseen non-literary text	CAS: Literary reading circle
	Reflective Journal 1	Formative	–	Self-assessment on early analysis skills	–

T2	Individual Oral (Trial)	Formative	–	Analyse one literary + one non-literary text linked to a global issue	TOK: How does culture shape interpretation?
	Class Debate	Formative	–	Explore perspectives on identity, context, and society	CAS: Host a cultural awareness event
	Portfolio Checkpoint 1	Formative	–	Collect samples of written and oral tasks	–
T3	Paper 2 Practice (Comparative Essay)	Summative	5%	Compare authorial choices in two literary works	EE: Proposal brainstorming
	Translation Analysis Task	Formative	–	Examine shifts in meaning across translated texts	TOK: Can translation alter knowledge?
	Oral Presentation 1	Summative	5%	Thematic analysis of Vietnamese and translated works	CAS: Bilingual storytelling project
T4	Paper 1 Summative (End-of-Year)	Summative	10%	Analytical commentary under exam conditions	TOK: Whose interpretation counts?
	Reflective Journal 2	Formative	–	Reflect on growth in analytical and interpretive skills	–
	Portfolio Checkpoint 2	Formative	–	Consolidate learner evidence for IA preparation	EE: Confirm potential research focus
Year 2	Assessment Task	Type	Weighting	Focus	TOK / CAS / EE Integration
T1	Paper 1 Mock Exam	Summative	10%	Guided textual analysis of unseen non-literary texts	TOK: How does authorial intent shape meaning?
	HL Essay Proposal (HL only)	Formative	–	Proposal with research question and framework	EE skills transfer workshop
	HL Essay Draft (HL only)	Summative	10%	First draft submission for feedback	EE methodology integration
	Portfolio Checkpoint 3	Formative	–	Portfolio organisation, commentary updates	–
T2	Individual Oral (Final)	Internal Assessment	30% (IB)	Analysis of 1 literary + 1 non-literary text linked to a global issue	CAS: Design service project linked to texts
	Paper 2 Mock	Summative	10%	Comparative essay on two literary works	TOK: Who defines “global issues”?

	HL Essay Final (HL only)	Internal Assessment	20% (IB)	Final HL Essay submission (1,200–1,500 words)	EE referencing & integrity workshop
T3	Full Mock Exams (Papers 1 & 2)	Summative	20%	Final preparation under IB exam conditions	TOK/CAS/EE integration reflections
	Portfolio Checkpoint 4	Formative	–	Finalisation of learner portfolio for IA	–
	EE Draft Review	Formative	–	Progress check before EE submission	EE supervisor conference
T4	Final IB DP Examinations	External Assessment	70% (IB)	Paper 1, Paper 2	Externally assessed by IB
	Final Portfolio Submission	Summative	5%	Completion of curated learner portfolio	TOK exhibition integration
	CAS Showcase	Formative	–	Student-led presentation of literary-based CAS projects	CAS celebration
	EE Final Submission	External Assessment	IB deadline	Submission to IBIS	EE supervisor endorsement

Core Integration and Resource Use

The IB DP core elements — Theory of Knowledge (TOK), Creativity, Activity, Service (CAS), and the Extended Essay (EE) — are embedded throughout the Vietnamese Language & Literature curriculum to ensure authentic, interdisciplinary, and meaningful integration.

TOK Integration

TOK is interwoven into class discussions, oral tasks, and writing activities to foster critical thinking and help students explore how language, literature, and culture shape knowledge.

Examples of TOK Guiding Questions:

- How does Vietnamese literature shape perceptions of identity, history, and society?
- How do translated texts affect meaning and interpretation?
- To what extent can literature represent “truth”?
- How does authorial intent influence knowledge construction?
- How do context and culture affect our understanding of texts?

In-class TOK links are regularly embedded in Paper 1 commentaries, Paper 2 comparative essays, Individual Oral tasks, and HL Essay development.

CAS Integration

Vietnamese Language & Literature provides numerous opportunities for students to apply their analytical, creative, and communicative skills beyond the classroom in real-world contexts.

Examples of CAS Projects Linked to Literature:

- Hosting a public reading of Vietnamese short stories and poetry
- Organising a cultural heritage exhibition exploring themes from studied works
- Producing a bilingual storytelling podcast using Vietnamese and translated texts
- Leading community outreach projects based on issues represented in literature (e.g., gender equality, environmental justice)
- Creating a digital literary magazine featuring student-written articles, translations, and reflections

EE Integration

Students may choose to write an EE in Vietnamese Language & Literature by selecting a research focus that aligns with one of the three IB-approved pathways:

- Category 1 – Literary Analysis: In-depth study of a literary work not studied in class
- Category 2 – Cultural and Societal Studies: Research into cultural identity, discourse, or representation within Vietnamese or global contexts
- Category 3 (HL only) – Linguistic or Literary Analysis: Advanced study of language patterns, stylistics, or translation theory

Scaffolding for EE Development: EARLY YEARS | PRIMARY | MIDDLE | HIGH SCHOOL

- Year 1 Term 3: EE brainstorming workshop and topic proposal
- Year 1 Term 4: Research question refinement and supervisor matching
- Year 2 Term 1: Methodology and draft planning workshops
- Year 2 Term 2: First draft submission for structured feedback
- Year 2 Term 4: Final EE submission to IBIS

Resources Used in Vietnamese Language & Literature

- IB DP Language A: Language & Literature Guide (First Assessment 2025)
- Authentic Vietnamese texts: Novels, short stories, poetry, plays, essays, media texts
- Global literary and non-literary works for comparative studies
- Translated Vietnamese works for intertextual and cross-cultural exploration

- Digital and multimedia resources:
 - Vietnamese literary archives and oral history databases
 - Online interviews, speeches, advertisements, TED-style talks
- Past IB exam papers & specimen materials for practice and calibration
- Student-led learning portfolios to track progress across reading, writing, oral, and comparative tasks

Collaborative Planning and Reflection

Vietnamese Language & Literature at Tesla is delivered through structured collaborative planning and ongoing reflection to ensure curriculum alignment, consistency, and continuous improvement.

Collaborative Unit Planning

- Regular planning meetings with Language & Literature teachers, TOK coordinators, and CAS supervisors to ensure full integration of the IB core.
- Vertical alignment of skill development between Year 1 and Year 2, ensuring progressive preparation for Papers 1 & 2, Individual Oral, and HL Essay.
- Cross-calibration of marking standards using past IB specimen papers.

Cross-Disciplinary Collaboration

- Joint planning sessions with History, Global Politics, and TOK teachers to embed interdisciplinary connections, especially for topics like identity, society, and cultural representation.
- Collaboration with CAS advisors to design service-learning projects linked to themes in literature.
- Integration with EE supervisors to guide topic selection, research design, and academic referencing.

Reflection and Review

- End-of-term unit reflections completed by teachers, focusing on:
 - Effectiveness of teaching strategies
 - Student performance trends and gaps
 - Integration of TOK, CAS, and EE into classroom tasks
 - Recommendations for adjusting resources and delivery

- Student feedback is systematically collected through surveys, conferences, and portfolio reviews to adapt teaching practices and assessments.

Professional Development

- Teachers participate in IB-accredited training, including Category 1, 2, and 3 DP workshops for Language A.
- Internal Tesla-led calibration workshops using past IB papers and exemplars to ensure assessment consistency.
- Collaborative professional learning with other IB DP subject teachers to strengthen integration of TOK, CAS, and EE.

