

SECONDARY CURRICULUM
IB DIPLOMA
SCHOOL-SUPPORTED SELF-TAUGHT (SSST)
LANGUAGE A: LITERATURE (SL):
RUSSIAN
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

Russian Language A: Literature (SSST) enables students to explore and appreciate the richness of Russian literature and its global connections. As a self-taught subject, it is designed for native or near-native Russian speakers who wish to maintain and deepen their literacy in their first language even when it is not offered as a taught course at the school.

Students engage with a wide range of texts — poetry, prose, drama, and non-fiction — to develop skills in critical reading, literary analysis, interpretation, and evaluation. The course also fosters intercultural understanding by exploring Russian literature within broader historical, social, and global contexts.

SSST students develop autonomy, time management, and independent study skills, working under the guidance of a school-appointed supervisor and a language tutor. The course culminates in rigorous IB assessments that prepare students for higher education and lifelong engagement with literature.

Aims

- Engage with a range of Russian texts from different periods, genres, and cultural contexts.
- Develop skills in literary analysis, interpretation, and evaluation.
- Explore global issues, human experience, and cultural identity through literature.
- Communicate ideas clearly and effectively in Russian.
- Foster independent inquiry, creativity, and a love of literature.

Areas of Exploration

Area	Description	Focus Questions
Readers, Writers and Texts	How texts are produced, read, and interpreted; authorial choices and reader response.	How do texts construct meaning? How does style shape understanding?
Time and Space	Historical, cultural, and societal contexts of texts.	How does context shape interpretation? How do texts reflect and challenge their times?

Intertextuality: Connecting Texts	Relationships between texts across time, space, and tradition.	How do texts speak to each other? How do shared themes create meaning?
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Approaches to Learning (ATL)

ATL Skill	Application in Russian Language A: Literature (SSST)
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 essays, meeting IA deadlines, maintaining portfolios.
Social Skills	Collaborating on comparative studies and CAS-linked projects.

IB Learner Profile

Learner Profile Attribute	How Russian Language A: Literature (SSST) Develops It
Inquirers	Researching Russian 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 Russian.
Principled	Demonstrating academic integrity and respect for intellectual property.
Open-minded	Engaging with Russian 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 Objective and Overview (Internal and External):

Aligned with the IB DP Language A: literature school-supported self-taught student guide

Assessment Objectives

Objective	Description
A: Knowledge, understanding, interpretation	Demonstrate knowledge and interpretation of texts and contexts.
B: Analysis and evaluation	Analyse authorial choices and evaluate their effects.
C: Focus, organisation and development	Organise ideas coherently with appropriate support.
D: Language	Use clear, precise, and appropriate literary language.

Assessment Overview

Component	Description	Weighting
Paper 1 – Guided Literary Analysis	Analysis of an unseen literary text.	35%
Paper 2 – Comparative Essay	Comparative essay on two studied works.	35%
Individual Oral (IA)	Presentation on a global issue connecting one literary work and one translated work.	30%

DP Core Integration (ToK, CAS, EE)

- TOK: Explore how literature shapes knowledge, perspective, and cultural understanding.
- CAS: Engage in projects such as Russian literature book clubs, translation projects, or cultural awareness events.
- EE: Students may choose to write their Extended Essay in Russian literature focusing on an author, movement, or thematic question.

Independent Study & Support Structure

- **Self-Directed Study:** ~150 hours over 2 years.

- **Weekly SSST Meeting:** 1 period per week with supervisor.
- **Monthly Tutorials:** 1:1 progress check with Russian tutor.
- **Learner Portfolio:** Ongoing reflection, analysis, and preparation for assessments.

Course Overview

Term	Area of Exploration	Key Themes	Literary Forms	Assessments
Y1 T1	Readers, Writers & Texts	Identity, authorial voice, meaning-making, narrative perspective	Short stories, poetry, essays	Diagnostic commentary, Paper 1 formative, oral presentation
Y1 T2	Time & Space	Literature as cultural and historical expression, memory, national identity	Poetry, memoirs, drama	Poetic commentary, Individual Oral (trial), written reflection
Y1 T3	Intertextuality	Genre, translation, cross-cultural dialogue, literary influence	Novels, essays, adaptations	Paper 2 formative comparative essay, research portfolio
Y1 T4	Integration & Review	Synthesis of techniques, creative interpretation, contextual analysis	Mixed genres (poetry, prose, drama)	Creative portfolio, Paper 1 practice, oral presentation
Term	Area of Exploration	Key Themes	Literary Forms	Assessments
Y2 T1	Advanced Inquiry	Author studies, literary criticism, perspective and meaning	Major novels, drama, literary criticism essays	Annotated research project, Paper 1 mock, HL essay prep (if applicable)
Y2 T2	Global Issues	Power, justice, resistance, ideology, social change	Drama, non-fiction, essays	Final Individual Oral, comparative written analysis
Y2 T3	Exam Review	Consolidation of all skills, comparative writing, commentary techniques	All studied works (novels, poetry, drama, essays)	Full mock Paper 1 & Paper 2, oral moderation
Y2 T4	Reflection & Transition	Synthesis of learning, personal growth, lifelong literary engagement	Learner-selected texts, reflective writing	Learner portfolio, final submission, CAS showcase

Scope and Sequence

Year 1 – Term 1: Readers, Writers, and Texts / Theme: How authors construct meaning, identity, and perspective

Weeks	Focus	Key Texts & Genres	Skills Development	Assessment	TOK / CAS / EE Integration
1–2	Course induction, diagnostic commentary, intro to Russian literary tradition	Alexander Pushkin – <i>The Queen of Spades</i> (novella), essays on Russian realism	Understanding authorial intent, narrative structure	Diagnostic commentary	TOK: How do texts shape identity? CAS: Russian literature discussion group
3–5	Authorial voice, style, and perspective	Ivan Turgenev – <i>Fathers and Sons</i> (novel)	Analyse tone, style, and register	Formative Paper 1 commentary	TOK: Can literary voice shape cultural identity?
6–8	Representation and reader interpretation	Fyodor Tyutchev & Afanasy Fet – selected poems	Compare how meaning is constructed across genres	Oral presentation	CAS: Poetry translation workshop
9–10	Reader response and interpretation	Anton Chekhov – <i>Uncle Vanya</i> (play)	Evaluate authorial intent vs. reader response	Written reflection	EE: Brainstorm possible research questions
11–12	Review & Summative	Mixed prose and poetry	Apply commentary techniques to diverse texts	Paper 1 practice	TOK: Whose interpretation matters most?

Year 1 – Term 2: Time and Space / Theme: Literature as cultural and historical expression

Weeks	Focus	Key Texts & Genres	Skills Development	Assessment	TOK / CAS / EE Integration
1–2	Literature in historical context	Alexander Blok – <i>Verses About the Beautiful Lady</i> (poetry)	Contextual literary analysis	Poetic commentary practice	CAS: Host a Russian poetry reading
3–5	National identity and ideology	Leo Tolstoy – <i>The Death of Ivan Ilyich</i> (novel)	Analyse authorial bias and cultural influence	Individual oral prep	TOK: How does literature reflect ideology?
6–8	Russia and the world	Mikhail Bulgakov – essays & letters	Compare cross-cultural representations	Group debate	CAS: Literature in translation awareness project
9–10	Historical memory and identity	Anna Akhmatova – <i>Requiem</i> (poetry)	Link historical context to literary meaning	Written commentary	EE topic selection

11–12	Review & Summative	Mixed texts	Synthesise cultural context and literary analysis	Individual Oral trial	TOK: How do we remember through literature?
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Year 1 – Term 3: 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	Nikolai Gogol – <i>The Overcoat</i> (novella)	Identify intertextual influences	Short comparative essay	TOK: How do texts influence each other?
3–5	Translation and meaning	Aleksandr Solzhenitsyn – essays from <i>The Gulag Archipelago</i>	Explore translation and meaning	Formative Paper 2 response	CAS: Bilingual reading workshop
6–8	Cross-cultural reinterpretation	Vladimir Nabokov – <i>Invitation to a Beheading</i> (novel)	Analyse thematic universality	Oral presentation	TOK: Can translation distort truth?
9–10	Russian influence abroad	Comparative works inspired by Russian literature	Evaluate literary influence	Research portfolio	EE proposal development
11–12	Review & Summative	Mixed works	Strengthen comparative writing skills	Paper 2 practice	TOK: Authorship vs. adaptation

Year 1 – Term 4: Integration and Review / Theme: Synthesis of texts, themes, and contexts

Weeks	Focus	Key Texts & Genres	Skills Development	Assessment	TOK / CAS / EE Integration
1–2	Revisiting commentary skills	Mixed texts	Commentary under timed conditions	Paper 1 timed practice	TOK: What makes an interpretation valid?
3–5	Oral communication	Critical essays & interviews	Persuasive oral argument	Formative oral	CAS: Student-led seminar
6–8	Creative response	Short fiction, essays	Creative writing linked to literary techniques	Creative portfolio	TOK: Does literature create or reflect culture?
9–12	Review & consolidation	Selected texts	Comparative and contextual synthesis	Presentation & journal	EE topic confirmation

Year 2 – Term 1: Advanced Inquiry and Author Studies / Theme: Critical perspectives and literary theory

Weeks	Focus	Key Texts & Genres	Skills Development	Assessment	TOK / CAS / EE Integration
1–2	Author studies	Dostoevsky – <i>Crime and Punishment</i> (novel)	Apply literary criticism frameworks	Annotated research task	TOK: How does authorial intent shape meaning?
3–5	Media and multimodality	Film adaptations of Russian classics	Analyse text-image interplay	Paper 1 mock	CAS: Multimedia exhibition
6–8	HL Essay prep (if applicable)	Major literary works	Argument building and structuring	Essay outline	EE methodology workshop
9–12	Integrating perspectives	Cross-textual thematic analysis	Synthesis of ideas	Consultations	TOK/CAS workshop

Year 2 – Term 2: Global Issues and Literature / Theme: Applying literature to contemporary challenges

Weeks	Focus	Key Texts & Genres	Skills Development	Assessment	TOK / CAS / EE Integration
1–2	Literature and global themes	Chekhov short stories	Link literature to justice and power	Seminar	TOK: Who defines global narratives?
3–5	Literature as activism	Contemporary Russian essays	Evaluate literature's social impact	CAS project plan	CAS: Service-learning
6–8	Preparing for Individual Oral	Mixed texts	Synthesise global issues in oral format	Final Individual Oral	EE draft review
9–12	Consolidation of comparative studies	Paired works	Deepen Paper 2 analysis	Paper 2 mock	TOK: Whose stories get told?

Year 2 – Term 3: Exam Review and Performance

Weeks	Focus	Key Texts & Genres	Skills Development	Assessment	TOK / CAS / EE Integration
1–2	Full thematic review	All works studied	Integrate all AoEs in exam prep	Paper 1 mock	TOK: Are interpretations ever neutral?
3–5	Comparative analysis mastery	All works	Refine comparative essay skills	Paper 2 mock	CAS: Peer-led workshops
6–8	IA finalisation	Oral recordings & transcripts	Submit IA	IA submission	EE final draft

9–12	Exam strategies	Past papers	Timed full mock exams	Full mocks	TOK/EE reflections
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Year 2 – Term 4: Reflection and Transition

Weeks	Focus	Key Texts & Genres	Skills Development	Assessment	TOK / CAS / EE Integration
1–4	Reflective portfolios	Student-selected texts	Evaluate learning and growth	Portfolio submission	CAS: Final project
5–8	Student-led projects	Creative essays, oral projects	Present integrated learning	Showcase presentation	TOK exhibition practice
9–10	Submission & transition	Final reflections	Curate portfolio for IB	Final submission	CAS: Farewell showcase

Final Text List

Genre	Title	Author	Notes
Novel	<i>War and Peace</i>	Leo Tolstoy	Epic historical narrative exploring war, society, and individual destiny
Novel	<i>The Master and Margarita</i>	Mikhail Bulgakov	Satirical and philosophical novel examining power, morality, and freedom
Novel	<i>Day of the Oprichnik</i>	Vladimir Sorokin	Dystopian vision critiquing authoritarianism and modern Russian society
Poetry	<i>Selected Poems</i>	Alexander Pushkin	Foundational works of Russian literature exploring love, fate, and nationhood
Poetry	<i>Requiem</i>	Anna Akhmatova	Poetic testimony of suffering and memory under Stalinist repression
Poetry	<i>Selected Poems</i>	Joseph Brodsky	Exile, identity, and language in post-Soviet poetic reflection
Play	<i>The Cherry Orchard</i>	Anton Chekhov	Dramatic exploration of social change and human inertia in pre-revolutionary Russia
Play	<i>The Lower Depths</i>	Maxim Gorky	Realist portrayal of poverty, despair, and dignity in Russian society
Essay	<i>The Noble Nature of Man</i>	Alexander Herzen	Philosophical essay on humanism and revolutionary thought

Essay	<i>The Captive Mind</i> (excerpts)	Czesław Miłosz (Polish, studied in Russian translation)	Intellectual resistance and moral choice under totalitarianism
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Assessment Calendar

Term	Assessment Task	Type	Weighting	Focus
Y1 T1	Diagnostic Commentary	Formative	–	Baseline analysis skills and understanding of literary techniques
Y1 T1	Paper 1 Practice Commentary	Summative	5%	Close reading and textual analysis of unseen texts
Y1 T2	Individual Oral (Trial)	Formative	–	Developing oral analytical skills and linking texts to global issues
Y1 T2	Poetry Commentary Essay	Summative	5%	Analytical essay focusing on authorial choices and style
Y1 T3	Paper 2 Comparative Essay (Practice)	Summative	5%	Comparative analysis of two studied works
Y1 T3	Author Study Presentation	Formative	–	Exploration of authorial context and literary significance
Y1 T4	Creative Literary Project	Formative	–	Exploring intertextuality and creative interpretation
Y1 T4	End-of-Year Paper 1 Practice	Summative	5%	Analytical writing under timed conditions
Y2 T1	Paper 1 Mock Exam	Summative	10%	Analytical skills and exam technique
Y2 T1	Essay Workshop	Formative	–	Structured literary argument writing (<i>optional support for future university essays</i>)
Y2 T2	Final Individual Oral	Internal	30%	Global issue analysis through studied works and non-literary texts
Y2 T2	Comparative Literature Seminar	Formative	–	Intertextual connections across works and genres
Y2 T3	Mock Paper 1 & Paper 2 Exams	Formative	–	Exam readiness and feedback
Y2 T4	Final IB Exams (Paper 1 & Paper 2)	External	70%	Final assessment of analytical and comparative skills

Resources and Support

- Weekly tutor sessions focused on close reading, essay writing, and oral skills
- IB PRC exemplars, past papers, and mark schemes
- Access to Korean literary databases and journals for contextual research