

IB English A: Literature Summer Assignment (12th Grade)

Complete the rough draft for your IB Written Assignment as per the rubric on the following page. This must be a FULL LENGTH draft (see word requirements for Diploma and Certificate students). You should come to class the first week ready to turn the draft in and begin the editing process.

Written Assignment Requirements:

The Written Assignment is a literary analysis paper that is developed from the Supervised Writing chosen by the student at the end of semester two. The connection between the Written Assignment and the Supervised Writing MUST be clear enough to recognize.

Word Requirements (Diploma Candidates): 1200-1500 words total (not including heading, title, or citations)

Word Requirements (Certificate Students): 1000-1300 words total (not including heading, title, or citations)

See the attached pages for additional assistance.

So What's This Essay About? A Guide to the IB Written Assignment

What is it?

The IB Written Assignment is a 1200 to 1500-word essay developed from a piece of supervised writing performed in class. This piece of writing is based on one of the books read in the Works in Translation unit (i.e. semester 2).

Part 1: The Interactive Oral

The Interactive Oral is a discussion that is student led and centers around the context and background of the book. Students discuss topics like how time, place, and the author's background affect the work. In essence, you will be researching the things we usually discuss about the author, the time period and place of the writing, the time period and place depicted, and any surrounding situations that have an effect on the work—all of those things that we discuss with every book we read to better understand where the author is coming from with their work.

Part 2: The Reflective Statement

The reflective statement is exactly what it sounds like: a 300-400-word reflection on the interactive oral. It responds to the question “How was your understanding of cultural and contextual considerations of the work developed through the interactive oral?” Basically, how did the interactive oral help you understand the background of the work better, and how did that help you understand the work better.

Part 3: The Supervised Writing

This is exactly like other timed writings we have done in class. You will choose a prompt from a list of four provided to you and write about it for a maximum of 50 minutes. You may NOT have these prompts beforehand. There is no set length or style, but it must be in continuous prose (i.e. no bullet points or lists) and you should take up as much as possible of the time allotted. I keep all original handwritten copy on file and will give you a photocopy back to use as you develop the next step.

Part 4: The Written Assignment

The written assignment is the final product. It is essentially a 1200-1500 word expansion of ONE piece of supervised writing. The connection between the supervised writing and the final essay MUST be apparent. Remember, this is an expansion or further exploration of those thoughts, not an entirely new writing. A first draft will be submitted for my review, and we will conference about the draft. I will NOT be annotating or editing your essays or giving specific instructions. This conversation will be general and I will not be saying things like “this wording is awkward” or “this paragraph will be better here.” Feedback will be in the form of general comments like “be sure to maintain focus throughout your paper” and “remember the importance of organization.” The first draft is the only one I see, so it MUST be complete. The final draft will be submitted to IB for marking. The criteria for the essay will be explained in class.

Written Assignment Rubric

Criterion A: Fulfilling the requirements of the reflective statement

- To what extent does the student show how his or her understanding of cultural and contextual elements was developed through the interactive oral?

Note: The word limit for the reflective statement is 300–400 words. If the word limit is exceeded, 1 mark will be deducted

Marks	Level Descriptor
0	The work does not reach a standard described by the descriptors below.
1	Reflection on the interactive oral shows superficial development of the student's understanding of cultural and contextual elements.
2	Reflection on the interactive oral shows some development of the student's understanding of cultural and contextual elements.
3	Reflection on the interactive oral shows development of the student's understanding of cultural and contextual elements.

Criterion B: Knowledge and Understanding

- How effectively has the student used the topic and the essay to show knowledge and understanding of the chosen work?

Note: The chosen work MUST be selected from the prescribed literature in translation (PLT) list. If not, the maximum mark for this criterion will be reduced to 3.

Marks	Level Descriptor
0	The work does not reach a standard described by the descriptors below.
1-2	The essay shows some knowledge but little understanding of the work used for the assignment.
3-4	The essay shows knowledge and understanding of, and some insight into, the work used for the assignment.
5-6	The essay shows detailed knowledge and understanding of, and perceptive insight into, the work used for the assignment.

Criterion C: Appreciation of the writer's choices

- To what extent does the student appreciate how the writer's choices of language, structure, technique and style shape meaning?

Marks	Level Descriptors
0	The work does not reach a standard described by the descriptors below.
1-2	There is some mention, but little appreciation, of the ways in which language, structure, technique and style shape meaning.
3-4	There is adequate appreciation of the ways in which language, structure, technique and style shape meaning.
5-6	There is excellent appreciation of the ways in which language, structure, technique and style shape meaning.

Criterion D: Organization and Development

- How effectively have the ideas been organized, and how well are references to the works integrated into the development of the ideas?

Note: The word limit for the essay is 1,200–1,500 words. If the word limit is exceeded, 2 marks will be deducted.

Marks	Level Descriptors
0	The work does not reach a standard described by the descriptors below.
1	There is some attempt to organize ideas, but little use of examples from the works used.
2	Ideas are superficially organized and developed, with some integrated examples from the works used.
3	Ideas are adequately organized and developed, with appropriately integrated examples from the works used.
4	Ideas are effectively organized and developed, with well-integrated examples from the works used.
5	Ideas are persuasively organized and developed, with effectively integrated examples from the works used.

Criterion E: Criterion E: Language

- How clear, varied and accurate is the language?
- How appropriate is the choice of register, style and terminology? (“Register” refers, in this context, to the student’s use of elements such as vocabulary, tone, sentence structure and terminology appropriate to the task.)

Marks	Level Descriptors
0	The work does not reach a standard described by the descriptors below.
1	Language is rarely clear and appropriate; there are many errors in grammar, vocabulary and sentence construction, and little sense of register and style.
2	Language is sometimes clear and carefully chosen; grammar, vocabulary and sentence construction are fairly accurate, although errors and inconsistencies are apparent; the register and style are to some extent appropriate to the task.
3	Language is clear and carefully chosen, with an adequate degree of accuracy in grammar, vocabulary and sentence construction despite some lapses; register and style are mostly appropriate to the task.
4	Language is clear and carefully chosen, with a good degree of accuracy in grammar, vocabulary and sentence construction; register and style are consistently appropriate to the task.
5	Language is very clear, effective, carefully chosen and precise, with a high degree of accuracy in grammar, vocabulary and sentence construction; register and style are effective and appropriate to the task.