

## **Written Assignment Details:**

The Written Assignment is an IB External Assessment. Although this final assessment is externally assessed, it will also be internally assessed several times for all works in translation.

There are four stages to the Written Assessment.

### **Stage 1: The interactive oral**

The interactive oral is a focused class discussion in which all students and the teacher participate. Each student should be responsible for initiating some part of the discussion in at least one of the interactive orals for one work. Students may participate as a group or individually, and teachers may organize the discussion in a variety of different ways.

The discussions should address the following cultural and contextual considerations.

- In what ways do time and place matter to this work?
- What was easy to understand and what was difficult in relation to social and cultural context and issues?
- What connections did you find between issues in the work and your own culture(s) and experience?
- What aspects of technique are interesting in the work? *Formal requirements* At least one oral must be completed in relation to each work studied in part 1. The suggested minimum time for discussion of each work is 30 minutes.

### **Stage 2: The reflective statement**

The reflective statement is a short writing exercise and should be completed as soon as possible following the interactive oral. Each student is asked to provide a reflection on each of the interactive orals. The reflective statement on the same work as the student's final assignment is submitted for assessment. The reflective statement must be based on the following question.

- How was your understanding of cultural and contextual considerations of the work developed through the interactive oral?

## *Formal requirements*

### **Length Submission**

### **Assessment Administration**

300–400 words. If the limit is exceeded, assessment will be based on the first 400 words.

The reflective statement about the work used in the student's final assignment (essay) is submitted together with the assignment.

The reflective statement is awarded a mark out of 3 using assessment criterion A. All reflective statements must be kept on file at the school.

### **Stage 3: Developing the topic—supervised writing**

Supervised writing is intended as a springboard to elicit ideas from the student. From these ideas the student develops a topic and the final essay. The ultimate goal of this stage of the process is to help students to produce good essays with appropriate topics. To this end students are required to respond to each of the works studied in a written exercise undertaken during class time.

For each work studied (two at SL, three at HL) one piece of writing produced during class time is required. The recommended time for each piece of writing is 40–50 minutes and the writing must be in continuous prose. At the end of the lesson the writing must be handed to the teacher and an unedited copy kept on file until the end of the examination session.

Teachers need to provide three or four prompts for each work studied. There must be no opportunity for students to prepare beforehand, so it is essential that students are not given the prompts prior to the lesson. The aim of the prompts is to encourage independent critical writing and to stimulate thinking about an assignment topic. The prompts may be selected from the list below, from those given in the teacher support material, or teachers may devise their own.

The students will choose **one** of their pieces of supervised writing and develop that into the essay required for submission. There must be an apparent connection between the supervised writing and the final essay, but students are encouraged to provide their own title and to develop the chosen prompt in an independent direction.

### *Formal requirements*

#### **Length Submission Assessment**

##### **Administration**

There is no specified length. The original piece of supervised writing is not submitted.

Supervised writing is not awarded a mark but may be used to authenticate the individuality of a student's work.

The task is "open book" and students should have access to the literary works being used for the writing. Annotations are acceptable, but students should not have access to secondary material.

All pieces of supervised writing must be kept on file at the school.

#### **Stage 4: Production of the essay**

Each student is required to produce an essay of 1,200–1,500 words in length on a literary aspect of one work. The essay is developed from one of the pieces of supervised writing completed in class, with the guidance of the teacher.

##### **The role of the teacher**

- Provide guidance on the development of the essay topic.
- Discuss the connections between the supervised writing and the essay.
- Ensure that the topic is suitable to the length and the focus of the task.
- Read the first draft of the essay and provide feedback to the student. This may take the form of a conversation and/or a written response on a piece of paper separate from the draft essay.

## Completion of the essay for submission by the student

After receiving feedback on the first draft, the student must complete the written assignment without further assistance.

### *Formal requirements*

- **Length** 1,200–1,500 words. If the limit is exceeded, assessment will be based on the first 1,500 words.
- **Submission** The final essay is submitted for assessment along with the relevant reflective statement. The essay should be a well-presented, formal piece of work.
- **Assessment** The final essay is awarded a mark out of 22 using assessment criteria B, C, D and E.
- **Administration** The relevant reflective statement must be submitted with the final essay.

Assessment Criterion found on pages 40-42 of the Literature Guide

[http://occ.ibo.org/ibis/documents/dp/gr1/language\\_a1/d\\_1\\_allan\\_gui\\_1102\\_1a\\_e.pdf](http://occ.ibo.org/ibis/documents/dp/gr1/language_a1/d_1_allan_gui_1102_1a_e.pdf)

