



Assessment sheet 7.1: planning written task 2 (HL only) on part 4 – ‘Literature: critical study’

IB English Language and Literature coursebook, Chapter 7.

The purpose of this assessment sheet is to help you organise and plan your written tasks. This resource may be particularly helpful for Higher Level students, who will be required to submit two types of written tasks for assessment by the IB examiner, from at least four written tasks produced during the course.

Regardless of whether you are taking the course at SL or HL level, Chapter 7 provides an important introduction to the critical study of literature. All students, at both SL and HL level, will need to prepare IB assessments for parts 3 and 4 of the course, including:

- Paper 2, based on part 3 texts
- an individual oral commentary, based on part 4 texts
- written tasks on both parts 3 and 4 (HL) or one written task covering both these literary parts (SL).

Written task 1 is defined as a creative piece of writing, 800–1000 words in length, based on coursework material. This is to be accompanied by a 200–300 word rationale in which you are asked to justify what your written task attempts to accomplish, and the thinking behind it. Both SL and HL students are required to produce several written tasks during the English Language and Literature course, but only one is submitted for assessment by an external IB examiner.

Written task 2 – the focus of this assessment sheet is a critical piece of writing, 800–1000 words in length, based on coursework material, and accompanied by a short outline. The requirements for written task 2 can be found on pages 187–8 of the coursebook, and the assessment criteria can be found in the Introduction, on pages xi–xii.

Getting organised

The organisation of the course can be quite confusing; a written task 2 can be written by a HL student even in the early stages of the course. As HL students study the language parts of the course (parts 1 and 2) and the literature parts of the course (parts 3 and 4), they should determine what type of written task would be best for practice for possible submission to an IB examiner. SL students only need to produce one written task 1 for each of the language and literature parts of the course; HL students must produce a minimum of 4 compositions of each type of written tasks. HL students are required to submit two written tasks for external assessment by the IB examiner, one of which must be a written task 2, and this can be from either the language or literature part of the syllabus. Consult with your teacher regularly about your way forward, drafting the written tasks you need for this course. Of the several drafts of written task 1 and written task 2, your teacher will forward the best of each for external examination.



Look at the six questions listed on page x of the coursebook. These are taken from the official IB subject guide and are the prescribed questions for all HL written task 2 essays. Note the following points:

- the first two questions, focussing on ‘reader, culture and text’, are specific prompts for part 1 of the course
- the next two questions, focussing on ‘power and privilege’, are specific prompts for part 2 of the course
- the final two questions, focussing on ‘text and genre’, are specific prompts for parts 3 and 4 of the course.

Similar assessment criteria apply to both written task 1 and written task 2. Note that for Criterion A, the maximum 2 marks available are awarded for a clear rationale in written task 1 and a clear outline in written task 2. Criterion C adds ‘argument’ in written task 2 to the mandate of ‘organisation’ for both written tasks.

Criterion B, significantly, requires a ‘response to the question’ for written task 2. As you prepare written task 2 essays for parts 1 and 2 of the course, be sure to consider the questions appropriate for those parts. The questions appropriate for the literary parts of the course are:

1. How does the text conform to, or deviate from, the conventions of a particular genre, and for what purpose?
2. How has the text borrowed from other texts, and with what effects?

Look over the works of literature you have studied for part 3 of your course. Which text would you choose in response to one of the questions?

(For example): I enjoyed thinking about *The Handmaid's Tale* as either a piece of science fiction (as some critics determined) or a piece of 'speculative fiction' (as the author Margaret Atwood suggested). This debate plays into the first question about the 'conventions of a particular genre' ...

Look over the choices of literature for part 4 of your course. Which text would you choose in response to one of the questions?

(For example): Ian McEwan's *Enduring Love* has such a powerful narrative structure perhaps because, by 1997, so many innovations in fictional narration had been established. We also studied Virginia Woolf's *To the Lighthouse*, and while I'm not sure I want to write a comparative essay, I can trace how 'stream of consciousness' has been a borrowed technique for McEwan's novel ...

HL students must complete written tasks for all parts of the course, although only one written task 1 and one written task 2 is sent to an examiner. Some students feel the best option is to complete more tasks than necessary, to provide a good range of choice.



Self-assessing your literary written task 2

You may prefer to write your essay first, and then draft your outline once your essay is complete. Alternatively, you may prefer to draft your outline first, before you write your essay, and then adjust the outline once the essay is finished. You and your teacher should decide which drafting process you will use. Remember that your outline will be assessed by the examiner along with your written task.

You will need to draw textual evidence (short quotes) from your primary source and there is little space – and no assessment advantage – for using secondary sources. The limit of 800-1000 words is enough to develop a deep and focused argument, and your single literary text should provide you with enough material to draw from.

Now respond to the following questions, relating to each criterion.

| Criterion | Question | Marks | Your self-assessment (comments and marks) |
|------------------------------------|---|----------|---|
| A: Outline | Does your outline offer a clear overview for your response? | 2 | |
| B: Response to the question | Is the analysis of my text(s) insightful and relevant to the prescribed question? Have I illustrated my argument with relevant examples? | 8 | |



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|-------------------------------------|--|-----------|--|
| C: Organisation and argument | Have I developed my ideas effectively, with coherent structure? | 5 | |
| D: Language and style | Is my use of English accurate, with an appropriate and effective register? Have I used a range of vocabulary and sentence structures? | 5 | |
| Total | | 20 | |