**IB LANGUAGE A LITERATURE : PART ONE: WORKS IN TRANSLATION**

**NOTES ON YOUR ASSESSMENT (SL and HL)**

**SUMMARY**

Weighting 25%

The written assignment is based on a work in translation studied in part 1 of the course. Students produce an analytical essay with reflective statement, undertaken during the course and externally assessed. The goal of the process detailed below is to assist students in producing individual, well-informed essays.

Work submitted Literary essay 1,200–1,500 words (assessed) Relevant reflective statement 300–400 words (assessed)

Goal To produce an analytical, literary essay on a topic generated by the student and developed from one of the pieces of supervised writing

Assessment A combined mark out of 25 to be awarded for the reflective statement and the literary essay, based on five assessment criteria (A–E)

Process Four-stage process consisting of both oral and written tasks—see below for more details on each stage

Administration Copies of all reflective statements and supervised writing to be kept on file Coversheet to be correctly filled out and signed by teacher and student.

What follows is the whole process in more detail.

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

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

Assessment The reflective statement is awarded a mark out of 3 using assessment criterion A.

Administration 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: our HL work will be the third one we study)** 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 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.

Below are examples of prompts for the supervised writing, showing how that prompt could be applied to a specific work and developed into a suitable essay title.

Prompt Which minor character plays the most significant role?

Work A Doll’s House by Henrik Ibsen

Essay title Mrs Linde as role model in A Doll’s House

Prompt Do you think there are some characters in the work whose chief role is to convey cultural values?

Work Chronicle of a Death Foretold by Gabriel García Márquez

Essay title The Vicario brothers as champions of honour

Prompt Identify one or more symbol, motif or strand of imagery. What role do they play in the work?

Work Dr Zhivago by Boris Pasternak

Essay title The contrasting roles of ice and snow in Dr Zhivago

**Formal requirements**

Length There is no specified length.

Submission The original piece of supervised writing is not submitted.

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

Administration 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.

**WRITTEN ASSIGNMENT ASSESSMENT CRITERIA (SL AND HL)**

**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?

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?

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?

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.

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: 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.)

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.

**Total / 25**