

IB Written Task #1- External Assessment

IB Curriculum Part IV: Literature- A Critical Study

A written task...

- demonstrates your ability to choose an **imaginative way** of exploring an aspect of the material studied.
- shows critical engagement with a text or a topic.
- demonstrates how fully you understand the manner in which **meaning is constructed by language**.
- demonstrates your ability to **produce or critically reproduce** types of work studied in the course.

Formal requirements for Task #1:

- Task must be 800-1,000 words in length, accompanied by a rationale of 200-300 words.
- Content of task must relate to one of the four parts of the course (in this case, it will relate to Part IV: Literature- A Critical Study)
- You are free to choose a text type that is appropriate to the content of the task. (However, a formal essay is not an acceptable text type for task 1.)
- A rationale must precede task 1.

Note: You may include illustrations in support of your work where this is appropriate. These must always be electronically embedded, not separately reproduced and physically attached. Written tasks submitted for assessment must be word processed and the electronic files must not exceed a maximum size, including any images, of 2 MB.

Rationale

The rationale is not included in the word count (800-1,000 words) for the written task and should be 200-300 words in length. Text titles or topics recorded on the rationale are expected to match those recorded on the cover sheet.

In your rationale, you must include the following items:

- Identify the part of the course your rationale relates to (Part IV- Literature: A Critical Study, specifically your study of either a Hemingway short story or Atwood's *The Handmaid's Tale*).
- Explain how the task demonstrates your overall knowledge of one of these texts, your ability to critically analyze the text's stylistic features (literary devices), and how these features impact the message and affect readers.
- Explain why you chose the text type you did. Why is this text type the best one to demonstrate your knowledge of the text and related topics?
- Explain how you used the conventions of the text type you chose and how they relate to the aims/goals/purposes of your task.
- Give some context for your written task. Who is the narrator/speaker/author? Who is the intended audience? Where/when is the task shared? Give background info that your audience will need to fully understand the purpose of the task.

Supervision and teacher assistance:

As part of the learning process, teachers can give advice to students on the first draft of the task. This advice should be in terms of the way in which the work could be improved, but this first draft must not be annotated or edited by the teacher. After making general comments on the first draft, teachers should not provide any further assistance.

The role of the teacher:

- provide guide to students on the selection of the task, its development, and level of challenge.
- discuss the relationship between the written task and the stimulus material.
- ensure that the topic is of an appropriate level of challenge and suitable to the length and focus of the task.

Suggested topics for Written Task 1

You can use these topics, but you are encouraged to come up with your own ideas! Seek approval from teacher if you create your own topic.

You can develop and extend one of the creative shorter pieces that you wrote during quarter 3:

- Write a speech which addresses a controversy related to one (or more) of the topics above from the perspective of an authority figure in the Gilead society. This speech should attempt to persuade the intended audience that the rules and regulations regarding these topics are beneficial and necessary for humanity to continue.
- Write a speech written from the perspective of one of the characters oppressed by the Gilead regime. This speech should attempt to expose the actions taken by the Gilead to control its citizens and address the need to take action against it.
- Write an editorial or opinion column addresses a controversy related to a topic or theme from one of Hemingway's short stories or from Atwood's *The Handmaid's Tale*.
- Write an opinion column or editorial about whether or not you think teachers should include Hemingway's short stories in their English curriculum.
- Analyze one of Hemingway's characters by completing a fictional psychiatric intake form. Use both what you know and can infer about the character you choose.
- Reimagine one of Hemingway's short stories in another genre. Use what you know about plot structure to accurately convey this text type.
 - Rewrite "Up in Michigan" as a **script** in the style of Law & Order: SVU.
 - Rewrite "Cat in the Rain" as a **script** in the style of a modern day soap opera.
 - Rewrite "A Clean, Well-Lighted Place" in the style of a memoir.
- Write an additional scene taking place before or after one of the short stories read thus far. Attempt to write using the same narrative techniques and stylistic devices (for example, symbolism) as Hemingway's original story.
- Take a passage from one of Hemingway's stories and alter the narrative techniques used in order to change the effect on the reader and the story's message.

Or you could begin something new:

- A scene from *The Handmaid's Tale* rewritten to place the action in another setting and/or for a different audience.
- An obituary or eulogy for one of the characters in *Handmaid's Tale* or for one of the characters in Hemingway's short stories.
- A tabloid article about the various events occurring Gilead.
- A graphic novel or comic depicting one of the scenes or chapters from *Handmaid's Tale* or one of short stories from Hemingway.
- An interview for a magazine or talk show with Hemingway or one of the characters from his stories.
- An advertisement for a product you invented that will fix an issue happening in Offred's world. The advertisement should include ethos, pathos, and logos.

Written Task 1 Assessment Criteria

Criterion A	Rationale: It is essential that students include a rationale <i>before</i> the actual task. The rationale must be no fewer than 200 words and no longer than 300 words. The rationale should shed light on the thought process behind the task. Furthermore, it should explain how the task aims to meet one or more learning outcomes of the syllabus. Remember: If the word count of the rationale exceeds 300 words, 1 mark will be deducted.	2 marks
Criterion B	Task and content: The content of a task should lend itself well to the type of text that one chooses. The task should demonstrate an understanding of the course work and topics studied. Finally, there should be evidence that the student has understood the conventions of writing a particular text type.	8 marks
Criterion C	Organization: Each type of text has a different structure. Nevertheless, all types of texts have conventions and organizing principles. Students must organize their tasks effectively and appropriately. There must be a sense of coherence.	5 marks
Criterion D	Language and style: The language of the task must be appropriate to the nature of the task. This means that students use an appropriate and effective register and style. Whatever the nature of the task, ideas must be communicated effectively.	5 marks
	Total	20 marks

Keep in mind the four following points when preparing and writing a written task 1:

1. Make it plausible

Good written tasks look and feel like texts that you would encounter in the real world. They seem genuine because the content is a good match for that particular type of text. A poem would be a bad choice for a written task on journalism, for example when was the last time you read a poem about good journalism? If you choose to write a news article, ask yourself what sort of newspaper it would appear in. If you write a speech, ask yourself who your target audience is.

Here are two ways to make your text as plausible as possible:

- It is especially important to focus on a real event, place, or person. This helps your written task sound authentic. A letter to the editor in response to a real article, for example, will give you a focus for your writing and help it seem genuine.
- Step into someone else's shoes- imitating someone's style shows that you have researched your topic and proves you understand the relationship between text and context.

2. Be knowledgeable

Use the syllabus as a resource and draw on the theory you covered on the course. There are terms and concepts that you can use in written task and rationale that will demonstrate your understanding of the topic. The examiner will be reassured that you have done your research.

3. Know the right conventions for the text type.

Letters are often a good option as the conventions of letter writing are generally understood without extensive

research. Take care with the many complicated types of text that you may be less familiar with. For example, a psychological report on a character from a novel could prove an enjoyable and successful task, but make sure you are familiar with some authentic reports from psychiatrists first.

Written Task 1: What it is and what it is not

What it is not	What it is
A creative writing assignment WT1 is not the opportunity to write a fantastical short story, a hypothetical play script or a cryptic poem. If you want to write a new ending to a novel or a missing chapter, it has to be in the spirit of the author's intentions. WT1 is not solely the product of your imagination.	A type of text Instead, you have to show that you have understood a 'text type'. Each text has structural conventions. For example, if you write a speech, it has to have rhetorical devices that are characteristic of speech writing. Be sure that the text type lends itself well to the content you are writing about. Study a few examples of the text type that you want to write.
Out of context It is not enough to state in your rationale, "I'm writing a opinion column about advertising." In which magazine or newspaper does your column appear? Is it in the style of a particular columnist?	In context Place your WT1 in a context. For example, if you want to write an opinion column about advertising, write about a particular ad campaign that has received attention in the news. Imitate the style of a famous columnist. What would he/she say in response to a topic?
A persuasive essay WT1 is not a test of your opinion. This is not your chance to vent your frustrations about a particular topic that you feel passionate about.	An understanding of course work Instead, WT1 is a test of the course work. How will you demonstrate your understanding of language and/or literature? Is your written task rooted in a particular text?
A summary Examiners are not interested in reading the summary of a text that you read. This is not a 'book report'.	An interpretation There should be some evidence of critical thinking. For example, writing a letter from one character to another provides you the chance to show that you've understood the work thoroughly.