

Practice Paper 2: *The Great Gatsby*, *The Stranger*, & *How The Garcia Girls Lost Their Accents*

Practice Paper 2 Description:

This is a practice paper for Paper 2, an IB essay exam scheduled for May 6th. Paper 2 consists of six questions based on the literary texts studied in part 3 of this course, Language A: Language and Literature.

Directions:

You are required to answer one question only.

Ultimately, your response should:

- A. **Answer the question!**
- B. Demonstrate your knowledge of the **text *and* the context** (how the cultural/social/political context of production and reception affects the text's meaning).
- C. Comment on **the author's use of language, style and structure** and their effect on the text's meaning.

Formatting

- Heading in top left- include name, date, and the question you selected.
- Introduction (with **thesis statement as last sentence**), conclusion and **at least three body paragraphs**.
- 12 font, double spaced, standard font like Times New Roman, Garamond.

Questions:

1. With regards to at least two literary works, explain how the setting both influences the characters and reflects the author's own context.
2. How can you explain the public's continued interest in at least two literary works over time?
3. How do the conflicts between characters in at least two literary works reflect the kind of conflicts from the time and place from which the text was written?
4. Context- historical, social, or cultural- can have an influence on the way literary works are written or received. Discuss with reference to at least two literary texts.
5. With regards to two literary texts, explain why authors may have chosen to depict events in a particular sequence or order.
6. To what degree are readers influenced by their culture and context. Explain how at least two works could be read differently depending on the culture of their audience.

Assessment Criteria:

Criterion A: Knowledge and understanding

Criterion B: Response to the question

Criterion C: Understanding of the use and effects of stylistic features

Criterion D: Organization and development

Criterion A: Knowledge and understanding

- How much knowledge and understanding of the part 3 works and their context has the student demonstrated in relation to the question answered?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	Little knowledge is shown of the part 3 works and the way context affects their meaning.
2	Knowledge of the part 3 works and the way context affects their meaning is sometimes illustrated; understanding is superficial.
3	Knowledge of the part 3 works and the way context affects their meaning is adequately illustrated; understanding is satisfactory.
4	Knowledge of the part 3 works and the way context affects their meaning is pertinently illustrated and the understanding shown is good.
5	Knowledge of the part 3 works and the way context affects their meaning is thoroughly and persuasively illustrated and the understanding shown is perceptive.

Criterion B: Response to the question

- To what extent is an understanding of the expectations of the question shown?
- How relevant is the response to these expectations, and how far does it show critical analysis?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	There is little awareness of the expectations of the question.
2	There is some awareness of the expectations of the question; the response is only partly relevant and is mostly unsubstantiated generalization.
3	There is adequate awareness of the expectations of the question; the response is generally relevant and critical.
4	There is good understanding of the expectations and some of the subtleties of the question; the response is consistently relevant and critical.
5	There is excellent understanding of the expectations and many of the subtleties of the question; the response is relevant, focused and insightful.

Criterion C: Understanding of the use and effects of stylistic features

- To what extent does the essay show awareness of how the writer's choices of the stylistic features in the texts (for example, characterization, setting, theme, narrative point of view, structure, style and technique) are used to construct meaning?
- To what extent does the essay show understanding of the effects of stylistic features?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	There is limited awareness or illustration of the use of stylistic features.
2	There is some awareness and illustration of the use of stylistic features, with limited understanding of their effects.
3	There is adequate awareness and illustration of the use of stylistic features, with adequate understanding of their effects.
4	There is good awareness and illustration of the use of stylistic features, with good understanding of their effects.
5	There is excellent awareness and illustration of the use of stylistic features, with very good understanding of their effects.

Criterion D: Organization and development

- How logical and developed is the argument of the essay?
- How coherent and effective is the formal structure of the essay?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	There is little focus, structure, sequencing of ideas and development.
2	There is some focus, structure, sequencing of ideas and development.
3	There is adequate focus, structure, sequencing of ideas and development.
4	There is good focus and structure, with a logical sequence and development.
5	There is precise focus and excellent structure; the work is coherently sequenced and thoroughly developed.

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 descriptor
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.