

## External assessment

Assessment criteria are used to assess students for all assessment tasks. The assessment criteria are published in this guide.

For paper 1 there are four criteria.

For paper 2 there are five criteria.

For the written task(s) there are four criteria.

The descriptors are related to the assessment objectives established for the language A: language and literature course. With the exception of the language criterion for papers 1 and 2, different assessment criteria are provided for the written papers and written task(s) at SL and at HL.

The external components contribute 70% to the final assessment at SL and at HL.

**Note:** All responses, written and oral, must be given in the language A of the examination.

## Written examination papers

At SL and at HL there are two examination papers that are set and marked externally. They are designed to allow students to demonstrate their competencies in relation to the language A: language and literature assessment objectives and to specific parts of the syllabus. Paper 1 is linked to the skill of textual analysis and paper 2 is linked to the literary works studied in part 3.

In both examination papers students are expected to support their answers with specific references to, where appropriate, literary or non-literary texts—in paper 1 with references to the unseen extract(s), and in paper 2 with references to the works studied in part 3. Retelling of the plot or content of a work or extract is not expected in any component of the assessment.

## Written tasks

At SL students are required to submit one written task, 800–1,000 words in length, exploring an aspect of the material studied in the course. At HL students are required to submit two written tasks, each 800–1,000 words in length.

### Guidance and authenticity

The written task(s) submitted for external assessment at SL and at HL must be the student's own work. However, it is not the intention that students should decide upon a title or topic and be left to work on the task without any further support from the teacher. The teacher should play an important role during both

the planning stage and the period when the student is working on the task. It is the responsibility of the teacher to ensure that students are familiar with:

- the requirements of the type of work to be assessed
- the assessment criteria (students should understand that the work submitted for assessment must address these criteria effectively).

The teacher and student must first discuss the task. The teacher should help the student choose a focused and appropriate aspect of the language A: language and literature course that will be included in the task. Students must define the purpose of their task and choose the type of text that best suits their objectives. Students must then decide on the appropriate register and style.

Students should be encouraged to initiate discussions with the teacher in order to obtain advice and information. Students must not be penalized for seeking guidance. However, if a student could not have completed the work without substantial support from the teacher, this should be recorded on the appropriate form from the *Handbook of procedures for the Diploma Programme*.

It is the responsibility of teachers to ensure that all students understand the basic meaning and significance of concepts that relate to academic honesty, especially authenticity and intellectual property. Teachers must ensure that all student work for assessment is prepared according to the requirements and must explain clearly to students that the work must be entirely their own.

As part of the learning process, teachers can give advice to students on a 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.

All work submitted to the IB for moderation or assessment must be authenticated by a teacher, and must not include any known instances of suspected or confirmed malpractice. Each student must sign the coversheet to confirm that the work is his or her authentic work and constitutes the final version of that work. Once a student has officially submitted the final version of the work to a teacher (or the Diploma Programme coordinator) for assessment, together with the signed coversheet, it cannot be retracted.

Authenticity may be checked by discussion with the student on the content of the work, and by scrutiny of one or more of the following.

- The student's initial proposal
- The first draft of the written task
- The references cited
- The style of writing compared with work known to be that of the student

The requirement for teachers and students to sign the coversheet applies to the work of all students. If the teacher and student sign a coversheet but there is a comment to the effect that the work may not be authentic, the student will not be eligible for a mark in that component and no grade will be awarded. For further details refer to the IB publication *Academic honesty* and to the relevant articles in the *General regulations: Diploma Programme*.

## External assessment details—SL

### Paper 1: Textual analysis

**Duration:** 1 hour 30 minutes

**Weighting:** 25%

Paper 1 contains two previously unseen passages from non-literary texts for analysis, of which students select one. Students are instructed to write an analysis of one of the texts, including comments on the significance of any possible contexts, audience, purpose and the use of linguistic and literary devices.

## Assessment outline — HL

## First examinations 2013

Assessment component	Weighting
<p><b>External assessment (4 hours)</b></p> <p><b>Paper 1: Comparative textual analysis (2 hours)</b> The paper consists of two pairs of unseen texts. Students write a comparative analysis of one pair of texts. (20 marks)</p> <p><b>Paper 2: Essay (2 hours)</b> In response to one of six questions students write an essay based on at least two of the literary texts studied in part 3. The questions are the same at SL but the assessment criteria are different. (25 marks)</p> <p><b>Written tasks</b> Students produce at least four written tasks based on material studied in the course. Students submit two of these tasks for external assessment. (20 marks for each task) One of the tasks submitted must be a critical response to one of the prescribed questions for the HL additional study. Each task must be 800–1,000 words in length; task 1 should be accompanied by a rationale of 200–300 words, while task 2 should be accompanied by a short outline.</p>	<p><b>70%</b></p> <p><b>25%</b></p> <p><b>25%</b></p> <p><b>20%</b></p>
<p><b>Internal assessment</b> This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p><b>Individual oral commentary</b> Students comment on an extract from a literary text studied in part 4 of the course. (30 marks) Students are given two guiding questions.</p> <p><b>Further oral activity</b> Students complete at least two further oral activities, one based on part 1 and one based on part 2 of the course. The mark of one further oral activity is submitted for final assessment. (30 marks)</p>	<p><b>30%</b></p> <p><b>15%</b></p> <p><b>15%</b></p>

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① 2 year outline

Topics and page 18/19/20/21 - subject guide

Language and Literature Course Overview Diagram Sample			
<p><b>Part 1</b> Language in the Cultural Context SL: 40 HL: 60</p>	<p><b>Topic Examples</b> Language and Power Language and Gender Language in Translation (HL only) Language history and evolution (HL only) Language and social relations</p>	<p><b>Assessment Activity</b> Further oral activity Written Tasks</p>	<p><b>Assessment Activity</b> Further oral activity Written Tasks</p>
	<p><b>Assessment Objectives</b> Knowledge and Understanding Application and analysis Selection and use of appropriate presentation and language skills &amp; evaluation skills Synthesis and evaluation</p>		
<p><b>Part 3</b> Literature Texts and Contexts SL: 40 HL: 70</p>	<p><b>Topic Examples*</b> PLA (or for SL freely chosen, but must be written in Language A): A Clockwork Orange (Burgess) PLT: Red Oleanders (Tagore) Free: (HL only): Things Fall Apart (Achebe)</p>	<p><b>Assessment Activity</b> Paper 2 Written Tasks</p>	<p><b>Assessment Activity</b> Individual Oral Written Tasks</p>
	<p><b>Topic Examples*</b> PLA: Macbeth (Shakespeare) PLA: Elizabeth Bishop - Poetry Collection PLA: (HL only) Testament of Youth (Vera Brittain)</p>		
	<p><b>Part 2</b> Language and Mass Communication SL: 40 HL: 60</p>		<p><b>Part 4</b> Literature - Critical Study SL: 30 HL: 50</p>



Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	The use of language lacks appropriateness; there is little or no sense of register.
2	The use of language and the style lack effectiveness; there is little sense of register.
3	The use of language and the style are sometimes effective; the register is to some extent appropriate to the task.
4	The use of language and the style are mostly effective; the register is mostly appropriate to the task.
5	The use of language and the style are effective; the register is appropriate to the task.

## External assessment details—HL

### Paper 1: Comparative textual analysis

**Duration: 2 hours**

**Weighting: 25%**

Paper 1 contains two pairs of previously unseen texts for comparative analysis. The pairing could include two non-literary texts or one literary and one non-literary text. There will never be two literary texts in a pair. Each pair will be linked in such a way that invites investigation of similarities and differences. Students are instructed to compare and analyse one of the pairs of texts, including comments on the similarities and differences between the texts, the significance of any possible contexts, audience and purpose, and the use of linguistic and literary devices.

A pair may include complete pieces of writing or extracts from longer pieces, or a combination of these. The provenance of all texts will be clearly indicated. One of the two pairs may include one visual text. This could be an image with or without written text. The texts for analysis are not necessarily related to specific parts of the syllabus. The links between texts will be varied and could include theme, genre features or narrative stance. Different text types are included, for example:

- advertisement
- opinion column
- extract from an essay
- electronic text (such as social networking sites, blogs)
- brochure (such as a public information leaflet)
- extract from a memoir, diary or other autobiographical text
- poem
- extract from a screenplay
- extract from a novel or short story
- press photograph
- satirical cartoon.

Students are required to analyse, compare and comment on the texts in the light of their understanding of audience and purpose. In order to achieve this, students need to analyse structure, language and style in addition to aspects such as text type, context, bias and/or ideological position.

The comparative analysis should be continuous and structured, include relevant examples from the texts and be balanced in its comments on the similarities and differences between the texts. Rather than simply listing formal aspects, students should focus on how such aspects are used to create particular effects.

The paper is assessed according to the assessment criteria published in this guide. The maximum mark for paper 1 is 20.

## **Paper 2: Essay**

**Duration: 2 hours**

**Weighting: 25%**

Paper 2 consists of six questions based on the literary texts studied in part 3 of the language A: language and literature course. Students are required to answer one question only.

The format of paper 2 and the six questions are the same for both SL and HL students. However, there are specific assessment criteria for each level, reflecting different expectations in terms of the complexity and depth of the students' responses.

Students will be expected to respond to questions in a way that shows their understanding of the learning outcomes demanded in part 3 of the course. They are expected to refer to at least two of the texts they have studied in class, analysing the works in the light of the way in which the contexts of production and reception affect their meaning. The following examples pinpoint some areas of discussion that students need to consider in their classwork while preparing for the assessment.

- Which social groups are omitted from a text, and what might this reflect about its production?
- What do you think of the assertion that the meaning of a text is fixed and does not change over time?
- How does a particular term or concept, such as childhood, change in the way it is represented in the texts you have studied?
- How is our critical perspective on literary texts affected by cultural practices?
- To what purpose do authors sometimes choose not to follow a chronological sequence of events in their literary works?
- How valid is the assertion that literature is a voice for the oppressed?
- To what extent is the critical approach taken to the analysis of a text itself influenced by specific cultural practices?

These ideas may be used interchangeably with those given at SL.

The paper is assessed according to the assessment criteria published in this guide. The maximum mark for paper 2 is 25.

## **Written tasks**

**Weighting: 20%**

A written task demonstrates the student's ability to choose an imaginative way of exploring an aspect of the material studied in the course. It must show a critical engagement with an aspect of a text or a topic.

Students complete at least four written tasks, two of which are submitted for external assessment.

The written tasks are assessed according to the assessment criteria published in this guide. The maximum mark for each written task is 20.



**Supervision and teacher assistance**

As part of the learning process, teachers can give advice to students on a 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.

**Formal requirements for tasks 1 and 2**

- One of the tasks submitted for external assessment must be a critical response to one of six prescribed questions (task 2).
- One of the tasks submitted for external assessment must be based on a literary text studied in part 3 or part 4 of the course. The other must be based on material studied in part 1 or part 2 of the course.
- Each task must be 800–1,000 words in length with an added rationale of 200–300 words. If the word limit is exceeded, the assessment will be based on the first 1,300 words.

**Formal requirements for task 1**

- The content of task 1 must relate to one of the four parts of the course.
- Students are free to choose a text type that is appropriate to the content of the task.
- A rationale must precede task 1.

**Note:** A formal essay is not an acceptable text type for task 1. Students are required to write an essay in paper 2.

**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 coversheet.

In their rationale students must explain:

- how the content of the task is linked to a particular part of the course
- how the task is intended to explore particular aspects of the course
- the nature of the task chosen
- information about audience, purpose and the social, cultural or historical context in which the task is set.

The rationale should not only include knowledge about the text or topic studied, but also about the formal conventions of the text type produced and how they relate to the aims of the task.

**Practical requirements for task 1**

*Must be electronically stored.*

Students may include illustrations in support of their 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.

On the coversheet that precedes the task, students must include:

- student details
- examination session details
- the course summary (including details of each of the four parts studied)
- the total number of words for the task.

Both the student and teacher must sign the coversheet as a declaration that the task is the authentic work of the student.

The task must be written in the language A studied.

Students must acknowledge all sources used. Where appropriate—for example, when the task relies on the reader referring to stimulus material such as a key passage in a literary text, or an illustration, in order to understand what the student is attempting to do—the source material must be clearly referenced in a bibliography. These sources may be referred to by the examiner but will not be taken account of in the assessment; nevertheless they are important information for the assessor. In addition, this promotes good academic practice on the part of the student.

### The role of the teacher

- Provide guidance 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.

### Examples of task 1

The following are examples of possible written tasks. These are intended for guidance only and are neither exhaustive nor compulsory.

- A short story exploring a minor character's view of the main action of a literary text
- A public information document explaining the effects of new legislation on a community
- A diary entry in which a character from a work of fiction reveals their true feelings about another character or any aspects of the action of a literary text
- An episode from a literary text rewritten to place the action in another setting
- An opinion column that emphasizes the pervasiveness of female stereotyping in advertising and how these stereotypes are promoted for the purpose of raising company profits

### Aims of task 2

Task 2 takes the form of a critical response and is a requirement of the HL course only. The aims of task 2 are:

- to consider in greater detail the material studied in the four parts of the language A: language and literature course
- to reflect and question in greater depth the values, beliefs and attitudes that are implied in the texts studied
- to encourage students to view texts in a number of ways
- to enable students to give an individual response to the way in which texts can be understood in the light of the prescribed questions.

### Formal requirements for task 2

There are two prescribed questions for each of the areas of study listed below. Task 2 is a critical response to **one** of these six questions. The prescribed questions are designed to be as open as possible and are

intended to highlight broad areas within which students can explore and develop their responses to the texts. The prescribed questions remain the same from session to session. See the section “Task 2—questions” in this guide.

The critical response is based on material studied in the course. This material could be a longer work such as a novel or a group of poems. It could also be a shorter text or texts such as a newspaper article or a sports blog. A rationale is **not** included with task 2. Instead, students are expected to complete an outline on a designated form that can be found in the *Handbook of procedures for the Diploma Programme*. This outline is submitted with the task for external assessment.

This outline must be completed in class time and must include:

- the prescribed question that has been chosen
- the title of the text(s) for analysis
- the part of the course to which the task refers
- three or four key points that explain the particular focus of the task.

Where appropriate, task 2 must reference, in a bibliography, the relevant support documentation such as the newspaper article or magazine advertisement on which it is based.

Where a complete shorter text is chosen (for example, a newspaper article or an advertisement from a magazine) students may refer to other texts to support their response.

The critical response is in the style of a formal essay and must be clearly structured with an introduction, clearly developed ideas or arguments and a conclusion.

### **Practical requirements for task 2**

In addition to these noted for task 1, students are required to:

- include, where appropriate, bibliographic reference to the text(s) on which the critical response is based when submitting the assessed work.

### **Areas of study for task 2**

In preparation for task 2, students must address one of the following areas of study, which correspond to the topics and material studied in the four parts of the course.

#### **Reader, culture and text**

Students are encouraged to consider that a text’s meaning is determined by the reader and by the cultural context. The interpretation of a text is dependent on various factors, including:

- the reader and producer’s cultural identity or identities
- age
- gender
- social status
- the historical and cultural settings of the text and its production
- aspects of language and translation.

#### **Power and privilege**

Students are encouraged to consider how and why social groups are represented in texts in particular ways. In addition, consideration may be given to who is excluded from or marginalized in a text, or whose views are silenced. Social groups could include:

- women
- adolescents

- senior citizens
- children
- immigrants
- ethnic minorities
- professions.

**Text and genre**

Students are encouraged to consider the genre in which a text is placed. Certain textual features belong to a particular genre and can be identified by a particular reader or audience. Writers make use of, or deviate from, particular conventions of genre in order to achieve particular effects. Students may also explore how texts borrow from other texts, and how texts can be re-imagined or reconstructed.

Examples of conventions of genre include:

- structure
- storyline
- characterization
- stylistic devices
- tone, mood and atmosphere
- register
- visual images and layout.

The following table gives examples of a possible range of tasks that could be selected for the four HL written tasks. This shows the wide range of ideas and texts that can be explored in a number of varied ways.

Written task and syllabus section	Possible title and description	Learning outcomes
Task 1, part 3 Submitted for assessment	"From a Doll's House to a Wasteland?", adding a scene to <i>A Doll's House</i> , exploring the consequences of Nora's decision to leave	Changing historical, cultural and social contexts in which texts are written and received Attitudes and values expressed by texts
Task 2, part 1	"The Climate Change Debate", writing two pieces—one in the style of a left-of-centre ecology magazine, the other a right-wing political magazine. In the outline, explaining how language and argument are used differently	How audience and purpose affect the structure and content of texts How language and meaning are shaped by culture and context
Task 3, parts 3 and 4	"Another Life", exploring aspects of a character in a literary text	Explore literary works in detail Attitudes and values expressed by texts Analyse theme and moral values in a text

Written task and syllabus section	Possible title and description	Learning outcomes
Task 4, parts 1 and 2  Submitted for assessment	Task 2, question 1: Reader, culture and text	How language and meaning are shaped by culture and context  How audience and purpose affect the structure and content of texts  How mass media use language to inform and persuade  Political and ideological influence of the media

### Task 2—questions

**Note:** Literary texts used can be any of the texts studied in the course and may be from the prescribed literature in translation (PLT) list.

#### Reader, culture and text

- How could the text be read and interpreted differently by two different readers?

The following are examples of texts that may be studied for student responses to question 1.

- The study and analysis of possible readings of the final pages of part 1 of the novel *The Outsider* by a French and Algerian reader at the time of the Algerian war of independence
  - The study and analysis of possible readings of an extract from the screenplay of *La Grande Illusion* by a French public in the early 1930s and late 1930s
  - The study and analysis of a political speech by a world leader that excludes references to certain groups or issues (those excluded will read the speech differently)
  - The study and analysis of different views of an article on obesity (this article may be viewed differently by someone from a country with problems of poverty and famine and by someone from a wealthy consumer society)
- If the text had been written in a different time or place or language or for a different audience, how and why might it differ?

The following are examples of texts that may be studied for student responses to question 2.

- An article from a newspaper and how it would be written in a different newspaper
- A comic book or graphic novel for teenagers in the 1950s rewritten for teenagers in the 21st century
- The study and analysis of a literary work on the theme of prejudice that highlights different assumptions about race, religion, and so on
- The study and analysis of an article about social class from a country that has a very hierarchical class structure (the significance of language that identifies class distinctions is of primary focus)

#### Power and privilege

- How and why is a social group represented in a particular way?

The following are examples of texts that may be studied for student responses to question 1.

- The study and analysis of an article in which an urban tribe is represented in a negative way
- The representation of social groups in the novel *The Yacoubian Building* by Alaa al Aswany



**English A: Language & Literature – Written Task 1 Assessment Criteria HL**

<p><b>Criterion A: Rationale</b></p> <ul style="list-style-type: none"> <li>Does the rationale for the written task explain how the task is linked to the aspects of the course being investigated?</li> </ul> <p><b>Note:</b> The word length for the rationale is 200–300 words. If the word limit is exceeded, 1 mark will be deducted.</p>	<p><b>Criterion B: Task and content</b></p> <ul style="list-style-type: none"> <li>To what extent does the task show understanding of the topic(s) or text(s) to which it refers?</li> <li>How appropriate is the content to the task chosen?</li> <li>To what extent does the task show understanding of the conventions of the text type chosen?</li> </ul> <p>A formal essay, such as that produced for paper 2, is not an appropriate text type for the written task. Submission of a formal essay will limit the marks available for this criterion.</p>	<p><b>Criterion C: Organization</b></p> <ul style="list-style-type: none"> <li>How well organized is the task?</li> <li>How coherent is the structure?</li> </ul> <p><b>Note:</b> The word length for the written task is 800–1,000 words. If the word limit is exceeded, 2 marks will be deducted.</p>	<p><b>Criterion D: Language and style</b></p> <ul style="list-style-type: none"> <li>How effective is the use of language and style?</li> <li>How appropriate to the task is the choice of register and style? (“Register” refers, in this context, to the student’s use of elements such as vocabulary, tone, sentence structure and idiom appropriate to the task; register is assessed on the task itself.)</li> </ul> <p>A student who writes an appropriate rationale but fails to achieve an appropriate register in the task cannot score more than 3 marks.</p>
<p><b>0</b> The work does not reach a standard described by the descriptors below.</p>	<p><b>0</b> The work does not reach a standard described by the descriptors below.</p>	<p><b>0</b> The work does not reach a standard described by the descriptors below.</p>	<p><b>0</b> The work does not reach a standard described by the descriptors below.</p>
<p><b>1</b> The rationale shows some explanation and understanding of the aspects being investigated.</p>	<p><b>1–2</b> The task shows a superficial understanding of the topic(s) or text(s) to which it refers. The content is generally inappropriate to the task chosen. The task shows a superficial understanding of the conventions of the text type chosen.</p>	<p><b>1</b> Little organization is apparent; the task has little structure.</p>	<p><b>1</b> There is little clarity, with many basic errors; little sense of register and style.</p>
<p><b>2</b> The rationale shows clear explanation and understanding of the aspects being investigated.</p>	<p><b>3–4</b> The task shows a mostly adequate understanding of the topic(s) or text(s) to which it refers. The content is generally appropriate to the task chosen. The task shows an adequate understanding of the conventions of the text type chosen.</p>	<p><b>2</b> Some organization is apparent; the task has some structure, although it is not sustained.</p>	<p><b>2</b> There is some clarity, though grammar, spelling and sentence structure are often inaccurate; some sense of register, style and appropriate vocabulary.</p>
	<p><b>5–6</b> The task shows a good understanding of the topic(s) or text(s) to which it refers. The content is mostly appropriate to the task chosen. The task shows a good understanding of the conventions of the text type chosen.</p>	<p><b>3</b> The task is organized; the structure is generally coherent.</p>	<p><b>3</b> The use of language and the style are generally clear and effective, though there are some inaccuracies in grammar, spelling and sentence construction; generally appropriate in register, style and vocabulary.</p>
	<p><b>7–8</b> The task shows an excellent understanding of the topic(s) or text(s) to which it refers. The content is consistently appropriate to the task chosen. The task shows an excellent understanding of the conventions of the text type chosen.</p>	<p><b>4</b> The task is well organized; the structure is mostly coherent.</p>	<p><b>4</b> The use of language and the style are clear and effective, with a good degree of accuracy; sentence construction and vocabulary are varied, showing a growing maturity of style; the register is appropriate.</p>
		<p><b>5</b> The task is effectively organized; the structure is coherent and effective.</p>	<p><b>5</b> The use of language and the style are very clear and effective, with a very good degree of accuracy; sentence construction and vocabulary are good; the style is confident and the register effective.</p>

