**IB Lang/Lit Written Task 2 Rubric** **Writer:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Question:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Reviewer:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Outline: \_\_\_\_\_\_ Bibliography: \_\_\_\_\_ Written Task Word Count: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 (800-1000)

**Pt. 1 Link:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **\_\_\_\_\_ / 20 (Total Score) = \_\_\_\_\_\_%**

**A. Outline (MUST BE COMPLETED IN CLASS)**  **\_\_\_\_\_/ 2**

The outline 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 Focus of the Task

--A reference, in a bibliography, the relevant support documentation upon which it is based (must also be done in paper)

* **(0)** does not meet standards described
* **(1)** The outline partially addresses the particular focus of the task
* **(2)** The rationale clearly addresses the particular focus of the task.

**Evidence or Criti que:**

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**B. Task and Content**  **\_\_\_\_\_/ 8**

To what extent is an understanding of the expectations of the question show?

How relevant and focused is the response to the question?

Is the response supported by well-chosen references to the text(s)?

* **(0)** the work does not reach the standards described
* **(1-2)** The task shows a superficial understanding of the expectations of the question. Ideas are frequently redundant and/or irrelevant. The response is not supported by references to the text(s).
* **(3-4)** The task shows an adequate understanding of the expectations of the question. Ideas are generally relevant and/or focused. The response is generally supported by references to the text(s).
* **(5-6)** The task shows a good understanding of the expectations of the question. Ideas are mostly relevant and/or focused. The response is mostly supported by well-chosen references to the text(s).
* **(7-8)** The task shows a thorough understanding of the expectations of the question. Ideas are relevant and/or focused. The response is fully supported by well-chosen references to the text(s).

**Evidence or Critique:** Write down candidate’s evidence of text.

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**C. Organization and Argument** **\_\_\_\_\_/ 5**

**(If the word limit is exceeded, 2 points will be deducted)**

How well organized is the task?

How coherent is the structure?

How well-developed is the argument?

* **(0)** the work does not reach the standards described
* **(1)** little organization and little structure; the argument is poorly developed
* **(2)** some organization and some structure, though it is not sustained. The argument has some development
* **(3)** organized and generally coherent; there is some development of the argument
* **(4)** well-organized and mostly coherent; the argument is clearly developed
* **(5)** effectively organized, structurally coherent and effectively developed

**Evidence or Critique:** Write down candidate’s evidence of how the oral is organized.

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**B. Language and Style** **\_\_\_\_\_/ 5**

**(A student who writes an appropriate rationale but fails to achieve an appropriate register in the task cannot score more than 3 marks.)**

How effective is the use of language and style?

How appropriate is the choice of register (tone, vocabulary, sentence structure, and idiom) and style?

* **(0)** the work does not meet the standards described
* **(1)** There is little clarity, with many basic errors; little sense of register and style.
* **(2)** There is some clarity, though grammar, spelling and sentence structure are often inaccurate; some sense of register, style and appropriate vocabulary.
* **(3)** 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.
* **(4)** 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.
* **(5)** 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.

**Evidence or Critique:** Write down candidate’s evidence of how presenter uses language.

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 **Task 2 Questions:**

**Reader, culture and text**

**1. 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)

**2. 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**

**1. 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

**2. Which social groups are marginalized, excluded or silenced within the text?**

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

• Chinese fiction in which the figure of the intellectual is either revered or condemned

• Representations of the Roma in the contemporary popular press

**Text and genre**

**1. How does the text conform to, or deviate from, the conventions of a particular genre, and for what purpose?**

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

• The study and analysis of an author’s reworking of fairy tales

• The study and analysis of a novel that uses dramatic dialogue, poetry, letters, accounts of journeys

• The study and analysis of media texts with a particular format, style and register

**2. How has the text borrowed from other texts, and with what effects?**

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

• The study and analysis of how a particular character from a work of fiction is re-imagined in a song lyric

• The study and analysis of religious imagery and references in political speeches

• The study and analysis of one of the stories from Borges’s *Ficciones*

• The study and analysis of the use of the courtly love tradition in *Romeo and Juliet*