**Objective:** The Unit 2 is a **critical response** which aims to:

* consider in greater detail the material studied in class
* reflect and question in greater depth the values, beliefs and attitudes that are implied in the texts studied
* encourage students to view texts in a number of ways
* enable students to give an individual response to the way in which texts can be understood in light of **ONE** of the **prescribed questions** (see below)

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| **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 readers and producer’s cultural identities; age; gender; social status; the historical and cultural setting of the text and its production; aspects of language and translation. | How could the text be read and interpreted differently by two different readers? |
| 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? |
| **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 include women, adolescents, senior citizens, children, immigrants, ethnic minorities, professions. | How and why is a social group represented in a particular way? |
| Which social groups are marginalized, excluded or silenced within the text? For what purposes and with what effects? |
| **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 the conventions of genre include structure, storyline, characterization, stylistic devices, tone, mood, atmosphere, register, visual images and layout. | How does the text conform to, or deviate from, the conventions of a particular genre, and for what purposes? |
| How has the text borrowed from other texts, and with what effects? |

**PRACTICAL REQUIREMENTS:**

**800-1000 words**

**An outline (completed in class – and finalized and typed at home):**

* three or four key points with detailed evidence and direction for commentary that explains the particular focus of the task.

**Formal essay:**

* clearly structured with an introduction, clearly developed ideas or arguments and a conclusion

**A bibliography of texts:**

* including the main text and any supporting texts

**Submission to** [turnitin.com](http://turnitin.com)

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| **IB CONTENT** | **8-7** | **6-5** | **4-3** | **EE** | **ME** | **NC** |
| **Outline** |  |  |  |  |  |  |
|  | **EE** | **ME+** | **ME** | **AE** | **DEF** | **NC** |
| **Response to the Question** |  |  |  |  |  |  |
| **IB CONTENT** | **EE** | **ME+** | **ME** | **AE** | **DEF** | **NC** |
| **Organization and Argument** |  |  |  |  |  |  |
| **Language and Style** |  |  |  |  |  |  |

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| **IB Language and Literature: Unit 2 Essay Rubric (HL and SL)** | | | |
| **Criterion A: Outline** | **Criterion B: Response to the question** | **Criterion C: Organization and argument** | **Criterion D:Language and Style** |
| *• Does the outline of the written task clearly highlight the particular focus of the task?* | *• To what extent is an understanding of the expectations of the question shown?*  *• How relevant and focused is the response to these expectations?*  *• Is the response supported by well-chosen references to the text(s)?* | *• How well organized is the task?*  *• How coherent is the structure?*  *• How well developed is the argument of the written task?* | *How effective is the use of language and style?*  *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.)* |
| **0 NC** – The work does not reach a standard described by the descriptors below. | **0 NC –** The work does not reach a standard described by the descriptors below. | **0 NC** – The work does not reach a standard described by the descriptors below. | **0 NC** – The work does not reach a standard described by the descriptors below. |
| **1 ME** – The outline partially highlights the particular focus of the task. | **2-1 DEF -** The student has a superficial understanding of the expectations of the question; Ideas are frequently irrelevant and/or repetitive; The response is not supported by references to the text(s). | **1 DEF -**Little organization is apparent; the task has little structure and the argument is poorly developed. | **1 DEF -** There is little clarity, with many basic errors; Little sense of register and style. |
| **2 EE** - The outline clearly highlights the particular focus of the task. | **4-3 AE -**There is mostly adequate understanding of the expectations of the question; Ideas are generally relevant and focused; The response is generally supported by references to the text(s). | **2 AE** -Some organization is apparent; the task has some structure, although it is not sustained. The argument has some development. | **2 AE** - There is some clarity, though grammar, spelling and sentence structure are often inaccurate; some sense of register, style and appropriate vocabulary. |
| *Notes:*  *The word length for the Written Task 2 is 800–1,000 words. If the word limit is exceeded, 2 marks will be deducted from Criterion C.*  *This word count does not include the bibliography or outline.* | **6-5 ME -**There is good understanding of the expectations of the question.  Ideas are mostly relevant and focused.  The response is mostly supported by well-chosen references to the text(s). | **3 ME -** The task is organized, and the structure is generally coherent. There is some development of the argument. | **3 ME -** 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. |
| **7-8 EE -**There is thorough understanding of the expectations of the question. Ideas are relevant and focused.  The response is fully supported by well-chosen references to the text(s). | **4 ME+** -The task is well organized; the structure is mostly coherent and the argument is clearly developed. | **4 ME+ -**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 EE** -The task is effectively organized; the structure is coherent and the argument is effectively developed. | **5 EE -** 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. |

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_