**Subject reports- Written Task 2**

 While it is clear from the guidance to teachers on page 27 of the subject guide that they must not be involved in the re-drafting process, their advice to students before and after first-draft stage should aim to help them avoid submitting work that is inappropriate, under-edited, or inaccurate. Examiners are still seeing too many tasks in which the choice of topic and text type makes it difficult for the candidate to adequately meet the requirements in the assessment descriptors.

Some very long and elaborate outlines are still being presented, often in the form of detailed essay plans. This is unnecessary and does not guarantee that 2 marks will be awarded. **What is required are key points that indicate how the key terms of the question are to be addressed and what the main focus of the essay will be.** Some outlines go to the other extreme; are too succinct and fail to include clear identification of the text(s) on which the essay is based or the part, text or topic it is connected to.

In response to the most popular question about how a social group is represented and why, only the better essays took the trouble to define the group and its social context. Many essays dealt with more than one social group, sometimes with many different groups. The ‘why?’ of the question was quite often given superficial treatment, in some cases not dealt with at all. ‘Society’ is often assumed to be ‘Western capitalist society’ which is somewhat disappointing given the aims of the course and of the IB ethos generally.

Many of the essays on the ‘power and privilege’ questions are about the stereotyping or marginalization of women. **While these can be very pertinent, even original, too many rely on generalizations. What examiners would like to see more of here are better definition of ‘social group’ and fuller understanding of context**. As for the question about groups being marginalized, silenced or excluded, candidates typically approach this in one of two ways: either how the text marginalizes, etc., (without the author being aware of it) or how marginalization, etc., is intentionally represented or discussed. Examiners are open to both approaches.

The next most popular questions are those on ‘reader, culture and text’. Responses to the second of these about the text being written in a different time, place, etc., are quite often superficial. Students need to clearly identify the different time, place, audience ect….and provide analysis as to the reasons for those intentional choices.

The least popular of the questions are those on ‘text and genre’, however, they often produce excellent essays when the student has more than just a passing familiarity with a ‘genre’ or with the ‘other texts’ borrowed from.

The Task 2 prescribed questions must not be re-written by candidates to suit their purposes.