

# International Baccalaureate

1/L&LWT (reverse)

## Programme summary:

Give details of the texts and topics studied during each part of the course. For parts 1 and 2, state the topics studied. For parts 3 and 4, state the titles and authors of works studied.

Part 1:	Language and Cultural Context: Language and Power - Politics, Religion, Gender, and Social Change
Part 2:	Language and Mass Communication: Oral Mass Communication, Advent of the Printing Press, Newspaper, TV, Film, and New Media
Part 3:	The Visit by Friedrich Durrenmatt, As I Lay Dying by William Faulkner, and Ethan Frome by Edith Wharton
Part 4:	Richard II by William Shakespeare, Heart of Darkness by Joseph Conrad, and Morning in the Burned House by Margaret Atwood

## Task summary: (please complete the relevant section for SL or HL)

### Standard level (SL) only:

Number of words in rationale (200-300 words):

Number of words in written task (800-1000 words):

Total number of sheets attached:

Text type:

### Higher level (HL) only:

Number of words in task 1 rationale (200-300 words):

Number of words in written task 1 (800-1000 words):

Number of words in written task 2 (800-1000 words):

Total number of sheets attached:

Text type (written task 1 only):

Prescribed question on which task 2 is based:

**Candidate declaration:** I confirm that this is my own work and is the final version. I have acknowledged each use of the words or ideas of another person, whether written, oral or visual.

Candidate's signature:  Date:

**Teacher declaration:** I confirm that, to the best of my knowledge, the material submitted is the authentic work of the candidate.

Teacher's name:  Signature:  Date:

School Number:

Written Task 1

**Rationale:**

In doing my editorial I address why I think standardized test are pointless. I am addressing this issue because I have come to find that taking standardized test, such as the TAKS and the SAT are basically numerical scale that tries to measure a student's worth, based upon their knowledge on their criterion. In a nation where we know that a person's potential cannot be measured on any type of scale, but instead they can only be defined their own prowess, enabling us to drive to the limit in order to achieve the impossible. Every year students are faced with a choice: abide to the laws of society and just continue to take the standardized test or set the example and make history by saying "no". Therefore not conforming to the masses, but instead giving them purpose leading them to the promise land, that is a better public school system.

The reason I chose the format of an editorial to convey my points are simple. I wanted to convey these points in a way that is both informative and innovative. I do this by giving my own opinions that I back up with common knowledge, clean cut facts, my personal experiences and other people's personal experiences on the matter at hand. The reason why I think this way is because I believe all that a standardized test does is create an exclusive group excludes anyone that can't hang with them as a result of their intelligence. On the other hand, maybe there's a reason other than the reasons I stated in my paper why standardized test, such as TAKS and SAT are waning in purpose in society, so it is up to us to find the error of their ways and create a solution that is beneficial to future generations.

Word Count: 300

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## The Waning Purpose of Standardized Test in American School Districts

I think that standardized test are quite pointless, but more specifically standardized testing such as TAKS and SAT. I feel this point is valid because of Harvard Graduate Daniel Koretz, he says “all a test is, and its value is only as a tool for estimating what kids really know about the whole.” This simply means that all a test is a numeric scale that tries to measure a student’s value of the whole academic system. These are test that were believed to either determine schools worth or whether they are worthy to go to college. The purpose of these tests is find out what the student knows. However this purpose is pointless just like the standardized test, so it is up to us to find out why these tests are pointless in order to restore purpose to the once great tests.

I say the TAKS test is pointless, but what is the TAKS? Is it just an assessment to determine the pecking order of schools? Or is what the American School Districts defines it to be: a standardized test currently used in Texas grade 9-11 and before 2012, in grade 3-8 to assess students' attainment of reading, writing, math, science, and social studies skills required under Texas education standards. One reason I think this test is pointless is it an all day test that covers what you did over the year, but most of the school finishes in half the time of the school. If we can finish this test so quickly than why do need a whole day to complete this test or have to take the test at all. Second, when a student gets their test back they will receive one of two ratings: met standard or commended performance. I for one have never got commended on any TAKS test and have come to a conclusion if it was required to get on the TAKS than I wouldn't graduate. Finally, the main reason I think why I think the TAKS test is pointless is because of a study by Mr. Stroup and two other researchers were they were said they believe they had found the a glitch embedded in the DNA of state exams that, as a result of a statistical method used to assemble them, suggests they are virtually useless at measuring the effects of classroom instruction. This shows no matter how much you listen in class or study for the test there's a chance that this fate is determined by your exceptional prowess, but your fate is determined by the test itself. Even though I have played witness to the TAKS test I speak with the undeniable truth, dropping unfathomable wisdom on society. The TAKS was created to fail and if the American School District doesn't change their perspective on standardized test, than what's to stop a test that is too big to fail like the SAT or any other test from being prone to fail as well.

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And what is the SAT, but a joke. At this point you may be asking in your mind why am I referring to the test that students have been taking for generations and generations as a joke. You also may be asking why he use such diction to convey such a prestigious test, would he refer to the SAT as some kind of comical anecdote. One, reason we take such an unworldly test is so colleges have some kind of concrete evidence that we ready to attend their college or “college ready”. However, your only college ready if you truly believe in your own exceptional prowess. Honestly, how can someone be "college ready" you are only ready to go to college if truly believe that you are “college ready”. Second, at some colleges a 1600 out of a 2400 score is above average while at other schools, applicants with that kind of score wouldn’t even be seriously considered. This shows no matter how much you study for the SAT there is a chance that colleges won’t take the time of day to review your application. At last, The SAT is a weaker measure and it’s supposed to give colleges an idea of how applicants would perform in their first year of college. The best indicator of whether a child will succeed in college is his or her high school grade point average, this being a more logical and reasonable indicator. Although if this test were to never exist then how would colleges know if we are ready to attend their college? Would they just randomly pick someone or pick based on high school class GPA. Or would the masses just find another way to cope and find another standardized test? To this knowledge, the SAT is not essential to the growth of society.

Thus, the purpose of standardized test is not only waning, but it is slowly dying. Someone else that also believes this is State Representative Scott Hochberg, Democrat of Houston, who is leading the charge against the measure and is proposing legislation aimed at reforming the role of standardized testing because of data showing that a student’s test score on the first year highly predicted it for the next. I ask you how do feel about standardized testing? How do you feel about standardized testing’s adverse effects on society. If you feel the same way as I do then why not be the one to clear the way for State Representative Scott Hochberg and make history for the better. Figuring out what your true purpose is in life that is the ultimate test.

Word Count: 938

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## Works Cited

"Usable Knowledge: Measure for Measures: What Do Standardized Tests Really Tell Us about Students and Schools?" *Usable Knowledge: Measure for Measures: What Do Standardized Tests Really Tell Us about Students and Schools?* N.p., n.d. Web. 03 June 2013.

Smith, Morgan. "A Serious Design Flaw Is Suspected in State Tests." *The New York Times*. The New York Times, 29 July 2012. Web. 03 June 2013.

"8 Statistics You Didn't Know About the SAT." *8 Statistics You Didn't Know About the SAT*. The New York Times, 04 Dec. 2011. Web. 03 June 2013.

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Written Task 2

Question: 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?

Title: *Richard II* by William Shakespeare

Part of course: Part 4 literature-critical studies

Word Count:

Outline:

Thesis: Though if *Richard II* were to be written in a different time, in a different language, and to a different audience, Shakespeare text shows how this task would be nearly impossible.

Key points:

1. If *Richard II* were to be written in a different time then the people in that period would most likely understand its overall message of the text. As opposed to modern western Society.
2. If *Richard II* were to be written in a different language the overall message would not be able to be reached by anyone of any time. As opposed to modern western society.
3. If *Richard II* were to be written to a different audience than they would probably adhere to the message of the play. As opposed to modern western Society.

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### **The Differentiation of Time in Richard II**

For many years people have encountered literature that have a shaping on culture, though none more puzzling and gripping than the work of William Shakespeare. One play that stands as a cornerstone of all his works is *Richard II*. This play is not only pertinent to the works of Shakespeare, but this would prove to be influential to his era as well. Though if *Richard II* were to be written in a different time, in a different language, and to a different audience, Shakespeare shows how the effects of these on the text would be nearly impossible.

To understand how *Richard II* would fit in a different time we must first assess how the text has played out in Shakespeare's day as well as present day. *Richard II*'s storyline is arguably the most politically controversial work of Shakespeare's career because of its treatment of abdication and Henry Bolingbroke's usurpation of the throne to become King Henry IV. In fact, the play prior to Queen Elizabeth's death quartet made a play that doesn't actually include Richard's abdication. *Richard II* was viewed as a dangerous play to produce in Elizabethan England because it was performed the day before Essex marched on London to force an audience with the queen, starting the Essex Rebellion, which led Essex to be captured, tried for treason, and executed. As a result, English royalty seemed to view the play with suspicion for decades afterward. This shows by aiding in igniting a rebellion during the Elizabethan era that Shakespeare's *Richard II*, itself was essential to shaping his time. Although if the text were to be written in today's context then Shakespeare might look at an issue today such as the new way that England runs their kingdom. Just like Shakespeare's day they choose to still keep the kingdom as a monarchy. Though it is a constitutional monarchy, which means the monarch is limited to non-partisan functions such as bestowing honors and appointing the Prime Minister. This shows if *Richard II* were to be written in modern England then maybe he would have portrayed the monarchy in his play as having a king that is limited to his own powers. Therefore this would alter the very essence of what King Richard believed, which was the divine right to control all of England.

The language in *Richard II* is certainly different from the rest of his works because of its way that it tries to stay true to the English in modern day England. It tries to steer away from normal

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way that Shakespeare writes in order to relate more to modern day England. He writes at a time when early modern English was less than 100 years old and most documents were still written in Latin. There was no dictionary yet published, no established grammar texts, no systematic study of English in schools. English language syntax rules were unsteady and English vocabulary was limited. However, if Shakespeare were to begin writing this play in modern day England then the entire scheme of language would have been different. There would be a lack of Shakespearean language because of the new environment that would have an abrupt influence on whatever Shakespeare is writing, which in this case is *Richard II*. Though in Shakespeare's time he decided to actually to write more in modern day English in order for the people of that time to apply the plight of the play to their own that they are experiencing during the Elizabethan era. By writing in modern day English it actually helps convey the message that *Richard II* tries to convey about an Elizabethan England. So the language that *Richard II* is not only influenced greatly by Shakespeare's era, but by modern day England.

When one looks at the audience that Shakespeare strives to address in writing *Richard II* during his time. In Shakespeare's time the crowds that *Richard II* addresses are the people of England who read this in hopes of finding guidance during their era where they believe that their queen cares more about her divine right to rule all of England, rather than its own citizens. Though, in modern day England the people may look to *Richard II*, hoping to find guidance on if they should really trust the queen or not. This play may give some insight to what the true colors of their queen Elizabeth. Whatever audience is addressed from any generation, *Richard II* has the same effect on both. It creates an effect that will both shape and morph that generation for the better.

Thus, if *Richard II* were to be written in a different time or language or for a different audience the result is always the same. It creates an effect that either changes or evolves time, language, or an audience. If one had to choose a generation that is considerably best for *Richard II* It would probably be the generation in which Shakespeare wrote the play originally. Its time helps shape the language, giving Shakespeare the correct register for the play in order for the masses of that time to relate to it in the best way humanly possible.

Word Count: 859

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