**IB Written Task #1-**

**IB Curriculum Part IV: Literature- A Critical Study**

**A written task...**

-demonstrates your ability to choose an imaginative way of exploring an aspect of the material studied.

-shows critical engagement with a text or a topic.

-demonstrates how fully you understand the manner in which meaning is constructed by language.

-demonstrates your ability to produce or critically reproduce types of work studied in the course.

**Formal requirements for task #1:**

-Task must be 800-1000 words in length, accompanied by a rationale of 200-300 words.

-Content of task must relate to one of texts studied this semester.

-You are free to choose a text type that is appropriate to the content of the task.  (However, a formal essay is not an acceptable text type for task 1.)

-A rationale must precede task 1.

Note: You may include illustrations in support of your work where this is appropriate.

**Rationale**

The rationale is not included in the word count (800-1000 words) for the written task and should be 200-300 words in length.

In your rationale, you must explain:

* how the content of the task is linked to a particular part of the course (part IV)
* 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.

**Suggested topics for Written Task 1**

**You can use these topics, but you are encouraged to come up with your own ideas!  *Seek approval from teacher if you create your own topic.***

* A scene or soliloquy rewritten to place the action in another setting and/or for a different audience.
* An additional scene depicting what happened either before the text begins or after it ends.
* An additional scene, act, or soliloquy that you feel is missing from the play. ( As an additional challenge for *Hamlet*, your scene could be in iambic pentameter to match the rest of the play.)
* a newspaper article exposing the true events occurring within the text.
* a letter from the perspective of one of the characters to another character.
* a diary entry from the perspective of a character revealing his or her true feelings about another character or any aspect of the action in the text.
* A tabloid article about the various events occurring in the text.
* An opinion column or editorial about the significance of one aspect of the text.
* A graphic novel or comic depicting one of the scenes or act from one of the texts.
* An interview with the author or one of the characters.
* Drawing on a theme from one of the texts, write a poem (in iambic pentameter, maybe?) utilizing metaphors, imagery, allusions, and other literary devices that explores one of the text’s messages.
* A speech given by a government official explaining to the public the events that have occurred within the setting of the text.

**Written Task 1 Assessment Criteria**

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| **Criterion A** | **Rationale:** It is essential that students include a rationale *before* the actual task. The rationale must be no fewer than 200 words and no longer than 300 words. The rationale should shed light on the thought process behind the task. Furthermore, it should explain how the task aims to meet one or more learning outcomes of the syllabus.  **Remember:** If the word count of the rationale exceeds 300 words, 1 mark will be deducted. | **2 marks** |
| **Criterion B** | **Task and content:**  The content of a task should lend itself well to the type of text that one chooses. The task should demonstrate an understanding of the course work and topics studied. Finally, there should be evidence that the student has understood the conventions of writing a particular text type. | **8 marks** |
| **Criterion C** | **Organization:** Each type of text has a different structure. Nevertheless, all types of texts have conventions and organizing principles. Students must organize their tasks effectively and appropriately. There must be a sense of coherence. | **5 marks** |
| **Criterion D** | **Language and style:** The language of the task must be appropriate to the nature of the task. This means that students use an appropriate and effective register and style. Whatever the nature of the task, ideas must be communicated effectively. | **5 marks** |
|  | **Total** | **20 marks** |