

IB English III HI/D Semester Exam

Requirements for IO and HL IB Assessments

IO Assessment:

- An annotated copy of 40 lines from *Pygmalion* that exhibits a clear connection with the global issue and provides sufficient material for discussion. *Refer to annotation handout – discussed in class – for requirements.
- An annotated copy of one BOW working with that exhibits similar global issue as seen in 40 lines from *Pygmalion* and provides sufficient material for discussion. *Refer to annotation handout – discussed in class – for requirements.
- Provide a proposal of at least 4 paragraphs following needed requirements. *Refer to proposal handout - discussed in class – for requirements.

HL Assessment:

- Complete handout with necessary requirements.

Rubric:

Copy of annotated 40 lines with proper requirements	20%
Copy of annotated BOW with proper requirements	20%
Proposal (will be graded based on IB IO rubric)	35%
HL Handout	25%

Annotation Requirements:

For copy of 40 lines:

- Provide appropriate global issue on the top of copy
- Highlight evidence (quotes, phrases, specific diction) that backs up specified global issue
- Should have at least 5 pieces of evidence highlighted
- For each highlighted portion, identify the big 5 term
- For each highlighted portion, identify the elevated term/device.
- For each highlighted portion, provide commentary as to HOW the evidence exemplifies the global issue

For copy of BOW:

- Same requirements for copy of 40 lines: provide appropriate global issue on top, highlight at least 5 pieces of evidence, identify big 5 terms and elevated device for each and provide commentary as to HOW evidence exemplifies global issue for each highlighted piece.

Proposal Requirements:

Your proposal will address the following prompt & requirements:

- Prompt: *Examine the ways in which the global issue of your choice is presented through content and form of one of the works (body of works) and one of the texts (literary text) you have studied.*
- Provide a well-supported argument about the ways in which BOTH texts represent and explore the global issue.
- Explore more precise issues, such as style, specific devices and other distinct techniques used by authors to present the global issue (Big 5).
- Provide balanced approach, giving approximately equal attention to both texts.

In introduction, include the following:

- Title of literary text working with
- Author of literary text
- Discuss text type
- Context of literary text: background knowledge of overall play
- Context of 40 lines: summary/background knowledge of extract
- The appropriate global issue examining within the 40 lines.
- Transition to title of BOW working with
- Author of BOW
- Context of BOWs: background knowledge of overall works/patterns seen within works
- Context of particular BOW working with: summary of image/art
- The appropriate global issue examining in BOW
- May want to identify the audience of each piece
- Thesis: identify global issue and how global issue is exemplified in each work. *should include at least 3 of the big 5 for each text.

In 1st paragraph, include the following:

- Area of big 5 examining that exemplifies the global issue
- Evidence that backs up assertions
- Marker verbs to elevate analysis
- Analysis of how evidence highlights the global issue
- Wrap up of point

In 2nd paragraph, include the following:

- Transition to discussing BOW
- Repeat process as seen in the 1st paragraph: area of big 5 examining, evidence, marker verbs, analysis and wrap up point

In conclusion, include the following:

- Remind of thesis and major points/findings
- Wrap up developed points
- Emphasize how both works conveyed issue
- If haven't already, for BOW a connection should be established with the larger body of work by the same author whenever it is possible to attribute authorship to a single author
- Discuss important and relevancy of global issue

HL Handout:

Keep in mind the following when developing your HL assessment:

- This essay adheres to formal framework of an academic essay.
- The course’s seven central concepts may be a helpful starting point in generating or determining a topic for the essay.
- This essay is a focused, analytical argument examining a work.
- In this essay, students must demonstrate an understanding of the text and draw reasoned conclusion from implications in it.
- In this essay, students must have ideas supported by references to the text
- In this essay, students must analyze and evaluate how textual features and or authorial choices shape meaning

Fill out the following to begin development on HL essay:

Concept	
Line of inquiry	
How will you be exploring your concept in your line of inquiry?	
Address/answer your line of inquiry <i>*i.e. What is the main goal/purpose/focus you will be evaluating</i>	

Key points you will address in HL essay	Evidence that backs up key point (include citation)	Big 5 / specific term evident in evidence that builds on point	How did the author’s choices shape meaning i.e. how does evidence back up your point and how does point develop your line of inquiry?

Key points you will address in HL essay	Evidence that backs up key point (include citation)	Big 5 / specific term evident in evidence that builds on point	How did the author's choices shape meaning i.e. how does evidence back up your point and how does point develop your line of inquiry?