

Writing task: response to a stimulus

English Language Acquisition Phase 6 Summative Assessment Task

Important Reminders

Unit title

Telling Tales from Different Cultural Perspectives

Key concept

Creativity

Related concepts

Stylistic choices

Purpose

Global context

Personal and cultural expression: *Artistry, craft, creation, beauty*

Statement of inquiry

Narratives are creatively and purposefully crafted to express oneself and one's culture.

Instructions to students

- *Study the sources on p.p. 4-6 below provided by the International Baccalaureate. Choose ONE from the three options provided to write your response.*
- *Please, use p.p. 7-8 below to write your final piece. Additional lined paper will be provided for your draft.*
- *The use of dictionaries is not permitted.*
- *Total time for writing: 80 minutes*
- *Length requirement: 300 – 400 words; please, provide the word count at the end.*
- *Overall expectations: you will respond in written form to one of the stimuli provided. You will write about the concept of creativity using a range of vocabulary, complex grammatical structures and conventions. You will organize information and ideas and use a wide range of cohesive devices. You will express your ideas and feelings and communicate with a sense of register, purpose and style appropriate to the text type specified.*
- *Stimulus-specific information: please, see the chosen stimulus for details*

Assessment

Criterion C: Communicating in response to spoken and/or written and/or visual text, phase 5

Source

Middle Years Programme Language Acquisition Guide. © International Baccalaureate Organisation, 2014, p.p. 85-86

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: i. makes limited attempt to respond to spoken and/or written and/or visual text; responses are often inappropriate ii. engages minimally in rehearsed and unrehearsed exchanges; ideas are not always related to topics of personal and global significance iii. expresses few ideas, opinions and feelings, and communicates minimal information in various situations iv. communicates with a limited sense of register, purpose and style.
3-4	The student: i. responds to spoken and/or written and/or visual text, though some responses may be inappropriate ii. engages to some degree in rehearsed and unrehearsed exchanges to share some ideas on topics of personal and global significance iii. expresses some ideas, opinions and feelings, and communicates some information in a range of situations; ideas are not always relevant or detailed iv. communicates with some sense of register, purpose and style.
5-6	The student: i. responds appropriately to spoken and/or written and/or visual text ii. engages considerably in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance iii. expresses ideas, opinions and feelings, and communicates information in a range of situations; ideas are relevant and detailed iv. communicates with a considerable sense of register, purpose and style.
7-8	The student: i. responds in detail and appropriately to spoken and/or written and/or visual text ii. engages confidently in rehearsed and unrehearsed exchanges to share a variety of informative and organized ideas on a range of topics of personal and global significance iii. effectively expresses a wide range of ideas, opinions and feelings, and communicates information in a wide range of situations; ideas are relevant and developed , reflecting a good understanding of the topic. Opinions are supported by examples and illustrations iv. communicates with an excellent sense of register, purpose and style.

Criterion D: Using language in spoken and/or written form, phase 5

Source

Middle Years Programme Language Acquisition Guide. © International Baccalaureate Organisation, 2014, p.p. 87-88

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: i. has difficulty to write/speak using a range of vocabulary, complex grammatical structures and conventions; speaks with many errors in intonation and pronunciation, affecting fluency and making understanding difficult ii. organizes limited information, and cohesive devices are not used iii. makes minimal use of language to suit the context.
3-4	The student: i. writes/speaks using a range of vocabulary, complex grammatical structures and conventions, with some inappropriate choices ; speaks with some errors in intonation and pronunciation, affecting fluency and sometimes making understanding difficult ii. organizes some information and ideas, and uses a limited range of cohesive devices, not always appropriately iii. uses language to suit the context to some degree .
5-6	The student: i. writes/speaks making good use of a range of vocabulary, complex grammatical structures and conventions, generally accurately ; speaks with fluency and some errors in intonation, though this does not interfere with comprehensibility ii. organizes information and ideas well , and uses a range of cohesive devices accurately iii. usually uses language to suit the context.
7-8	The student: i. writes/speaks effectively using a range of vocabulary, complex grammatical structures and conventions accurately ; occasional errors do not interfere with communication . Speaks with excellent intonation and fluency, making communication easy ii. organizes information and ideas into a clear and effective structure; uses a wide range of cohesive devices accurately , enhancing the development of ideas iii. uses language effectively to suit the context.

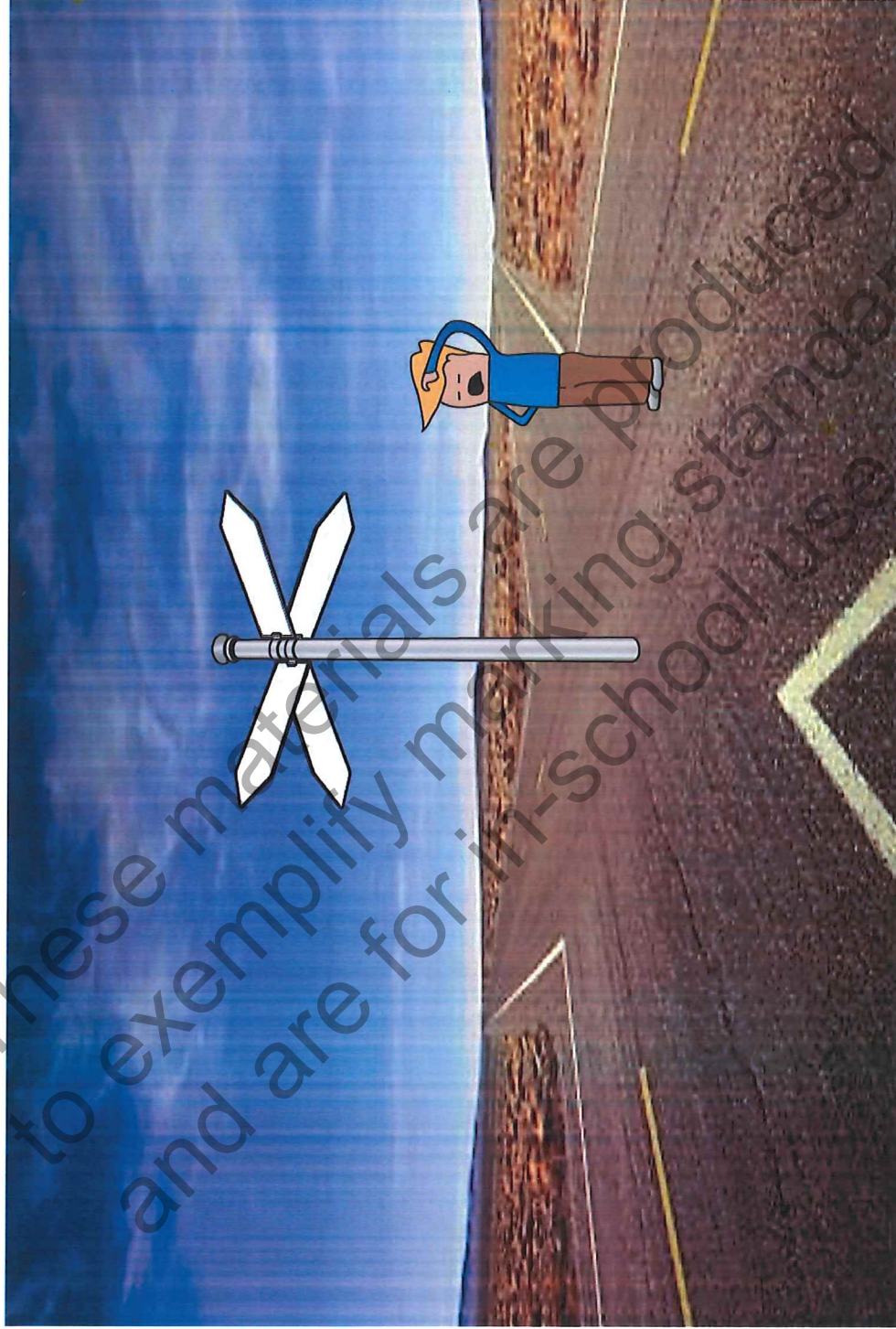
Option 1: Written stimulus

"Art is a lie that makes us realize the truth, at least the truth that is given us to understand. The artist must know the manner whereby to convince others of the truthfulness of his lies" – Pablo Picasso.

"I'm always irritated by people who imply that writing fiction is an escape from reality. It is a plunge into reality and it's very shocking to the system" – Flannery O'Connor.

Considering the statement of inquiry and the two quotes above, write a compare and contrast essay for an online literary magazine.

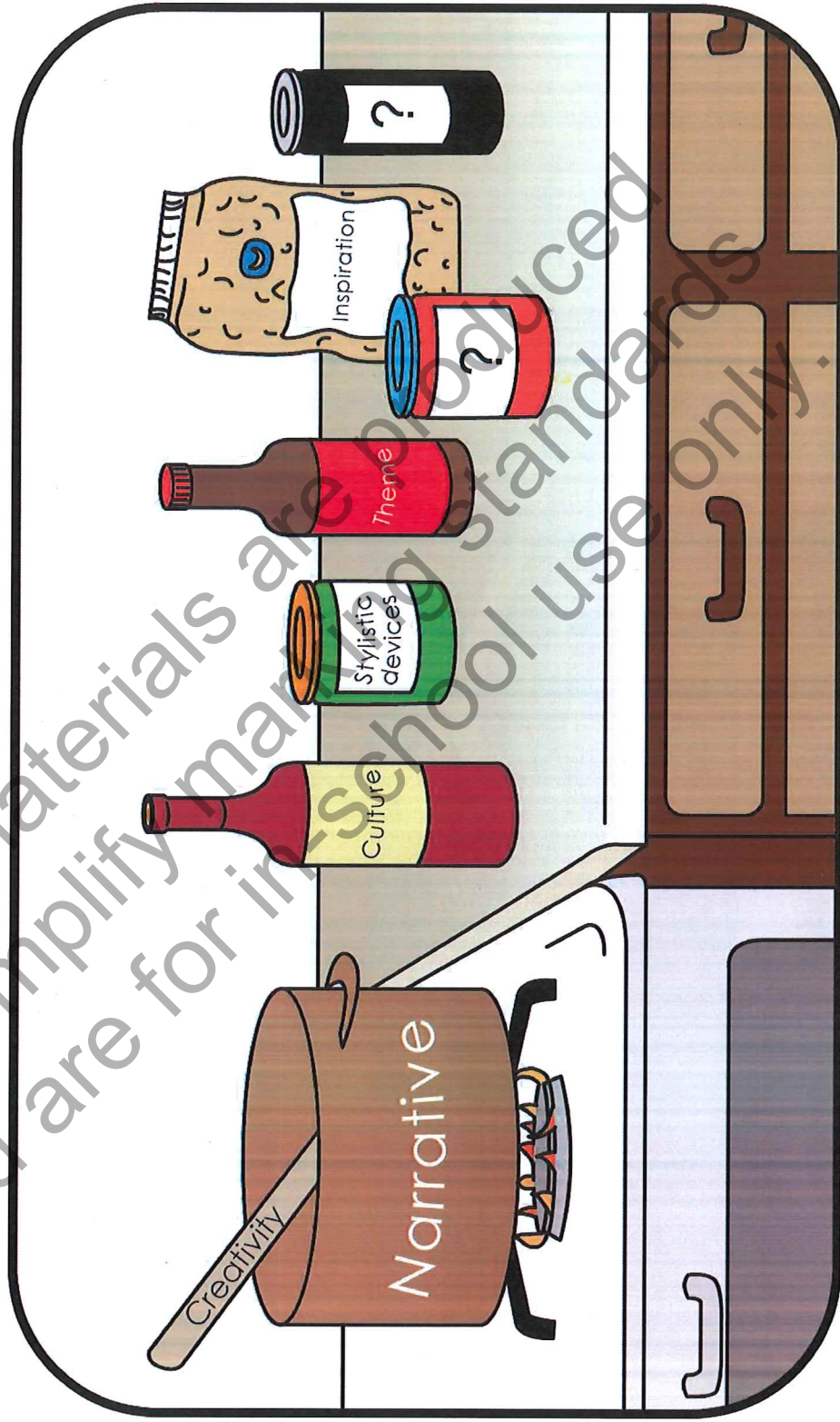
Option 2: Visual stimulus



Create your own narrative based on the image provided.

Option 3: Written-visual stimulus

As a delegate at the IB Young Writers Convention, you must give a speech explaining how to create a narrative based on the visual shown. Write the text of your speech.



Option 2: Visual stimulus

A little Island in the Carribean Sea has a lot of secrets hidden in its tropical forest. It seemed to be like every tree, every branch and every leaf in this island is alive, inhaling and exhaling synchronously with the sea waves. The sea was calm for the past month. However, the greatest secret of the island is a man who lives in the lands of the island for already a month. No, of course he did not choose his own fate, the man came to the island by a terrible accident of a plane crash. Each day he fought for his life, trying to escape.

One day, when the man woke up, he felt a strange trembling of the tree that he had used as his shelter. He quickly jumped off the tree, running to the epicenter of the earthquake. When the man had reached his destination he saw the very edge of the island and a huge piece of land, approaching closer and closer to the island. Actually, it was the island moving towards the land. Sea was raging powerfully, the sky was full of thunder clouds.

The man was jumping in happiness, as island came closer. - it was his chance to survive. Probably, there are people living in these lands. Finally, it happened - the island and the land connected, making it possible for the man to step on the earth. At that exact moment the sky became clear, not a single cloud could be seen.

The sun shone brightly and vividly. Suddenly, the man felt so tired and hot as he has never felt in his life. He went further and further, and finally something caught his sight. It was a crossroad with a column in the center. He ran as fast as possible to the crossroad, which led to four directions. The signs, however, had said nothing at all. Panting and sweating,

The man stood near the column, thinking about the possible solutions. After a while, he decided to go forward. He walked for an hour before he saw the road ended at a dead lock. The man walked back to the very start, wanting to fall at every step he took. As he reached the column, the man decided to go left - the result was the same as the first time. This time he had to walk for two hours straight, having no food or water. As he returned back to the starting point, he fell on the earth, ready to die. But then, a thought came to his mind - what if the next time will lead him to success? What if it was the only way to survive?

The man stood up, holding his motivation and persistence tightly in his fists. He went right. This road was the longest and the toughest. As the man was crawling, he saw distant lights in the horizon. It was a village.

Word count: 335 words