 Teachers: Ms Ranson, Ms Barrowcliff, Mr Webb Ms Burrage, Ms Crowden, Mr Sampson

Unit: *‘Frailty is Man’*

Task: **Written Personal Response to Literature**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Assigned: February 17th 2014 Date Due: March 14th 2014

This task assesses Criteria **A, B, C.**

Read the criteria descriptors carefully *before* you start your work. This will give you a clear understanding of what is required and what a quality piece of work for this task must include. This way you give yourself the best chance of achieving the highest level in this task.

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| Criterion A  **CONTENT** | **CONTENT (RECEPTIVE AND PRODUCTIVE)**  The student demonstrates a **perceptive** understanding of the text, topic and author’s choices, **consistently** using **illustrative** detail, development and support.  In creative work, pieces reflect a **lot** of imagination and sensitivity. The student shows a **sophisticated command** of **relevant** terminology and uses it appropriately | / 10 |
| Criterion  B  **ORGANISATION** | **ORGANISATION**  The student consistently employs **sophisticated** organizational structures and language-specific conventions that serve the context and intention.  The work is **consistently** well-organized, clear and coherent and the ideas being expressed build on each other in a **sophisticated** manner.  The student **integrates** critical apparatus correctly **and effectively.** | / 10 |
| Criterion  C  **STYLE & LANGUAGE** | **STYLE AND LANGUAGE MECHANICS**  The student employs a **wide** and **effective** range of appropriate vocabulary, idiom and sentence structure. Grammar and syntax are accurate; **very infrequent** errors do not hinder communication.  The student demonstrates **mastery** of a register and style that serve the context and intention.  Punctuation and spelling/writing are **accurate; very infrequent** errors do not hinder communication. In oral/presentation work there is a **high level** of competence in oratory technique. | / 10 |

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# Year 10 MYP English A – Written Personal Response to Literature

**Unit:** Frailty of Man

**Unit Question:** What influences an individual to take action?

**AOI:** Environment

**Global Context:** Globalisation and Sustainability

In this unit you have:

* *responded to the text critically, sensitively and in detail,*
* *selected appropriate ways to convey your responses, using textual evidence as appropriate;*
* *explored how language, structure and forms contribute to the meanings of texts,*
* *considered different approaches to the text and alternative interpretations;*
* *related to social, cultural and historical contexts and literary traditions.*

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| **Life of Pi by Yann Martel**  **Having read the novel, *Life of Pi*, how effective is the opening chapter? Discuss the methods Martel used to maintain your interest as a reader.** |

NOTES:

* Handwrite this assignment in an essay form
* Use quotations from the novel but don’t isolate them: integrate them into the points you are trying to make
* Proof read and edit your work carefully before handing it in
* Remember to include your name on each page and provide a cover page with your homeroom, the date submitted, your teacher’s name and word count.
* Word Length: Min. 500 words
* Max. 1000 words

**DUE DATE**: 14th March 2014

**MYP Language A: Task Specific Rubric (Year 10)**

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| **Criterion A: Content** | **0** | **1 2** | **3 4** | **5 6** | **7 8** | | **9 10** |
| Demonstration of **Understanding** of the text and topic is… | Work not attempted | Very Limited | Limited | Sufficient | Good | | Perceptive |
| **Task Requirements: Level 10**  Demonstrates a perceptive understanding of the novel’s key themes or ideas  Demonstrates a perceptive understanding of how language, structure and forms in the first chapter contribute to the novel as a whole  Demonstrates a personal response to the text; critically, sensitively and in detail | | | | | | | |
| There is… **Detail, development or support**. | Work not attempted | Little or no | Insufficient | Adequate | Substantial | | Consistently Illustrative |
| **Task Requirements: Level 10**  Response is focused on the first chapter but demonstrates knowledge of the scope of the novel as a whole  Quotations are appropriately chosen and effectively used | | | | | | | |
| In creative work, there is… **imagination or sensitivity**. | Work not attempted | Very limited | Limited | Some | - | | A lot |
| **Task Requirements:**  Incorporates a personal response | | | | | | | |
| In creative work, **literary features** are… and … serve the context or intention. | Work not attempted | Rarely employed  Do not | Attempted  Sometimes | Generally employed  - | Employed  - | | Employed  Effectively |
| **Task Requirements:** | | | | | | | |
| Use of **terminology** is… | Work not attempted | Missing  Inconsistent  Incorrect | Sometimes accurate and appropriate | Usually accurate and appropriate | Relevant  Accurate  Appropriate | | Relevant  Sophisticated  Appropriate |
| **Task Requirements: Level 10**  The comparison uses literary terminology which is relevant, sophisticated and appropriate to the task  Appropriate literary features are identified accurately and used the context | | | | | | | |
| Criterion A Level | | | | | |  | |
|  | | | | | | | |
| **Criterion B: Organization** | **0** | **1 2** | **3 4** | **5 6** | **7 8** | | **9 10** |
| **Organizational structures** and/or **language specific conventions** are … and they … serve the **context and intention** | Work not attempted | Employed rarely  Do not | Employed sometimes  - | Employed usually  - | Employed consistently  - | | Sophisticated  - |
| **Task Requirements: Level 10**  The essay shows a sophisticated organization using paragraphs, transitions and topic sentences  The essay uses the introduction and conclusion in a sophisticated way | | | | | | | |
| The work is… **organized, clear and coherent** and **ideas** being expressed… | Work not attempted | Not  Incoherent | Beginning to show  Lack coherence | Generally | Usually well  Build on each other | | Consistently well  Build with sophistication |
| **Task Requirements: Level 10**  The essay is consistently well organized with a thesis that builds in strength with sophistication, connecting points and ideas  The essay is consistently well organized with a logical and clear direction  Ideas are expressed with clarity and coherence and appear logical and persuasive | | | | | | | |
| **Critical Apparatus** is… | Work not attempted | Employed  inappropriately or not at all | Employed with limited success | Generally employed correctly | Employed correctly | | Integrated correctly and effectively |
| **Task Requirements: Level 10**  Quotations are integrated correctly and effectively, using an appropriate introduction or embedding into sentences  Appropriate references are included where necessary, using the correct format | | | | | | | |
| Criterion B Level | | | | | |  | |

**Unit:** Frailty of Man (Environment/ Globalisation and Sustainability)

**Assessment Task:** Written Personal Response to Literature

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| **Criterion C: Style and Language** | **0** | **1 2** | **3 4** | **5 6** | **7 8** | | **9 10** |
| The student…of **appropriate vocabulary, idiom and sentence structure** | Work not attempted | Employs a very limited range | Employs a limited range | Generally employs a range | Employs a range | | Employs a wide and effective range |
| **Task Requirements: Level 10**  The essay employs a wide and effective range of language that is formal and persuasive  The essay uses a wide and effective range of sentence structure | | | | | | | |
| Work shows… **grammar and syntax**, which…**communication**. | Work not attempted | Very frequent errors  Persistently hinder | Frequent errors  Hinder | General accuracy with occasional errors  Sometimes hinder | Accuracy with occasional errors  Rarely hinder | | Accuracy with very infrequent errors  Do not hinder |
| **Task Requirements: Level 10**  There is accuracy/infrequent errors in sentence structure, using the appropriate parts of speech  There is accuracy/infrequent errors in the use of subject verb agreement  There is accuracy/infrequent errors in the use of tense, using the present tense for literary discussion & the past tense for historical discussion  Infrequent errors in grammar and syntax do not hinder the communication of the comparison | | | | | | | |
| The student… a **register and style** that serve the **context and intention**. | Work not attempted | Shows little or no evidence of | Shows some evidence of | Often uses | Consistently uses | | Demonstrates mastery of |
| **Task Requirements: Level 10**  The writing demonstrates a mastery of tone/register, which is both formal and persuasive  The writing demonstrates a mastery of formal language and literary terms | | | | | | | |
| **Punctuation and spelling/writing**… and… **communication** | Work not attempted | Show very frequent errors  Persistently hinder | Show frequent errors  Hinder | Are generally accurate  Occasional errors sometimes hinder | Are accurate  Occasional errors rarely hinder | | Are accurate  Very infrequent errors do not hinder |
| **Task Requirements: Level 10**  Punctuation is accurate. Commas, full stops and quotation marks are used correctly  Spelling is accurate | | | | | | | |
| Criterion C Level | | | | | |  | |