#### Written Assignment: Examiner feedback for student sample essay

#### Reflective statement *(see separate example)*

The length of the statement is 321 words. It is clear that, after listening to the discussion on the articles that were presented, the student has furthered to some extent his understanding of the cultural and contextual elements of the novel. The student has tried to include rather a lot of quite complicated information and ideas, which takes the sharpness off the reflection, but there is no doubt that he has at least started to think about issues in the novel in a different way as a result of the interactive oral. That would place the reflective statement in the middle range of the descriptors for criterion A: fulfilling the requirements of the reflective statement.

**Supervised writing** *(see separate example)*

This is an example of what the supervised writing might look like and how it might lead to an individual title. In this sample, the student has used the supervised writing time to develop a logical set of ideas in response to the prompt. The choice of a key episode is apt and the student has purposefully written about the various ways in which it is significant to the novel. When compared with the final essay, the connection between the two pieces of writing is clear.

**Essay**

**Criterion A: Fulfilling the requirements of the reflective statement**

* *To what extent does the student show how their understanding of cultural and contextual elements was developed through the interactive oral?*

(See comments on the sample reflective statement.)

**Criterion B: Knowledge and understanding**

* *How effectively has the student used the topic and the essay to show knowledge and understanding of the chosen work?*

The topic chosen allows the student to show that they have a good understanding of *Fathers and Sons*. There is insight shown into the ideas underpinning the story, for example, the tensions between the generations and the patriarchal nature of the society. However, tightening the focus of the topic may have allowed the student to show more perceptive insight. There is a lot to discuss in regard to the duel, and there is a sense that the student is trying to fit in a lot of quite complex ideas. Perhaps a topic such as “How does the duel show Turgenev’s sympathies towards the ideas represented by the young and older generations?” would have allowed for tighter analysis.

**Criterion C: Appreciation of the writer’s choices**

* *To what extent does the student appreciate how the writer’s choices of form, structure, technique and style shape meaning?*

The student has consistently included discussion on the choices Turgenev made in presenting this episode and shows quite a high level of appreciation. Some examples mentioned are the language used by Bazarov when considering his action towards Fenichka, the significance of the use of French, and the way the characters are used to show some key ideas.

**Criterion D: Organization and development**

* *How effectively have the ideas been organized,* *and how well are references to the works integrated into the development of the ideas?*

The essay has a logical structure, with the ideas in the introduction developed systematically and a conclusion that pulls the ideas together. Within the paragraphs the development of ideas could have been tightened and the transition between ideas could be improved. The supporting references are quite effectively incorporated into the flow of the essay.

**Criterion E: Language**

* *How clear, varied and accurate is the language?*
* *How appropriate is the choice of register, style and terminology? (“Register” refers, in this context, to the student’s use of elements such as vocabulary, tone, sentence structure and terminology appropriate to the task.)*

There is a high degree of accuracy, and the register and style are appropriate, although there is a slight tendency to be colloquial in some places. The language is quite precise and well chosen, but in places the phrasing is slightly awkward and there is a sense that the essay could have done with some more rigorous proofreading on the part of the student.