

### Stage 4: Production of the essay

Each student is required to produce an essay of 1,200–1,500 words in length on a literary aspect of one work. The essay is developed from one of the pieces of supervised writing completed in class, with the guidance of the teacher.

#### The role of the teacher

- Provide guidance on the development of the essay topic.
- Discuss the connections between the supervised writing and the essay.
- Ensure that the topic is suitable to the length and the focus of the task.
- Read the first draft of the essay and provide feedback to the student. This may take the form of a conversation and/or a written response on a piece of paper separate from the draft essay.

#### Completion of the essay for submission by the student

After receiving feedback on the first draft, the student must complete the written assignment without further assistance.

**Note:** The assignment must be the independent work of the student. Statements on the coversheet declaring that the assignment is the independent work of the student must be signed by the student and by the supervising teacher.

#### Formal requirements

<b>Length</b>	1,200–1,500 words. If the limit is exceeded, assessment will be based on the first 1,500 words.
<b>Submission</b>	The final essay is submitted for assessment along with the relevant reflective statement. The essay should be a well-presented, formal piece of work.
<b>Assessment</b>	The final essay is awarded a mark out of 22 using assessment criteria B, C, D and E.
<b>Administration</b>	The relevant reflective statement must be submitted with the final essay.

## External assessment details: School-supported self-taught students—SL

All assessment tasks for self-taught students are externally assessed.

Paper 1 and paper 2 are the same as for taught students. The weightings for each component, as well as the assessment criteria and the marks awarded, are also the same as for taught students.

The alternative oral examination is assessed externally.

### Written assignment

The assessment criteria and the marks awarded are the same as for taught students (see “External assessment criteria—SL”).

#### Stage 1: Journal writing

In place of the interactive oral undertaken by taught students, school-supported self-taught students are required to keep a literary journal in which, for both the works in translation studied in part 1 of the course, they write their personal response to the following questions.

- In what ways do time and place matter to this work?
- What was easy to understand and what was difficult in relation to social and cultural context and issues?
- What connections did you find between issues in the work and your own culture(s) and experience?
- What aspects of technique are interesting in the work?

### Stage 2: The reflective statement

Having decided on which work their assignment will be based, self-taught students are required to write a reflective statement of 300–400 words in length, based on their journal writing for that work. The reflective statement must be in response to the following question.

- How was your understanding of cultural and contextual considerations of the work developed through your journal writing?

The reflective statement is awarded a mark out of 3 using criterion A of the assessment criteria for the written assignment. The reflective statement that is sent with the assignment must be on the work used but does not have to be explicitly connected to the topic.

### Stage 3: Developing the topic

Self-taught students must choose one of the prompts listed below and apply it to one of the two works studied. Using the prompt as a starting point they should develop an essay title suited to the particular work chosen. Examples of how a prompt can lead to a title are given in the “Written assignment” section of “External assessment details—SL”, and further examples can be found in the teacher support material.

- What is the impact on the work of a major choice and/or decision made by characters?
- In what ways are the voices of history and tradition present in the work?
- Which minor character plays the most significant role?
- To what extent is the natural landscape important to the impact of this work?
- Do you think there are some characters in the work whose chief role is to convey cultural values?
- How does the author convey the sense of time passing in the work?
- In what ways is the work interested in being realistic?
- Identify one or more symbol, motif or strand of imagery. What role do they play in the work?

### Stage 4: Production of the essay

Each student must produce an essay of 1,200–1,500 words in length on a literary aspect of one work, developed from one of the prompts listed above.

The student must complete the essay on his or her own and submit it for external assessment. When submitted, it must be accompanied by the appropriate **reflective statement** and the **journal writing** on both works studied.

The final essay is awarded a mark out of 22 using criteria B, C, D and E of the assessment criteria for the written assignment.