



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

Language Acquisition

Written Assignment



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

Productive and receptive Skills in writing

QUESTION STARTS

A routine for creating thought-provoking questions

1. Brainstorm a list of at least 12 questions about the topic, concept or object. Use these question-starts to help you think of interesting questions:

Why...?

What are the reasons...?

What if...?

What is the purpose of...?

How would it be different if... ?

Suppose that...?

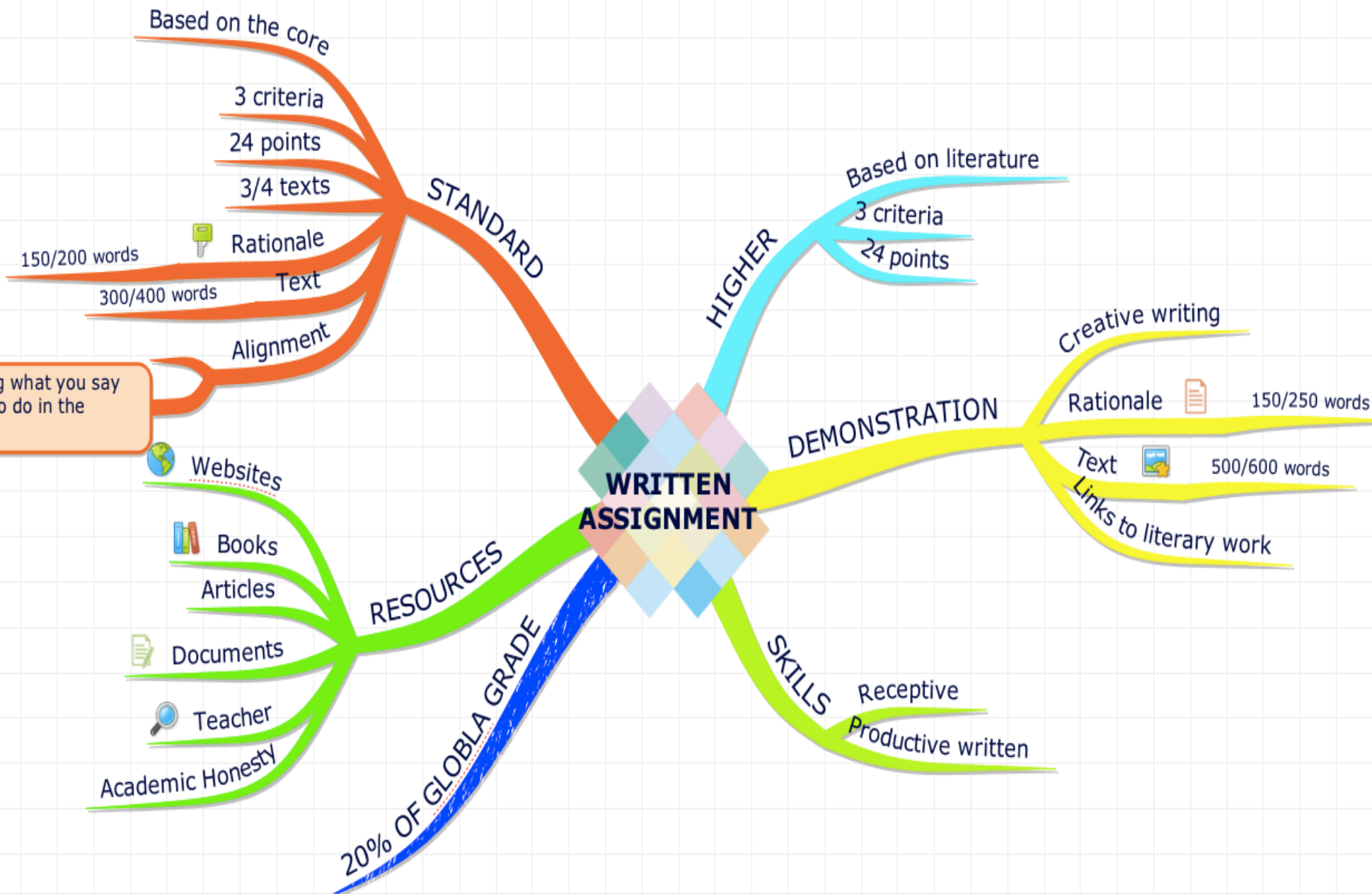
What if we knew...?

What would change if...?

2. Review the brainstormed list and star the questions that seem most interesting. Then, select one or more of the starred questions to discuss for a few moments.
3. Reflect: What new ideas do you have about the topic, concept or object that you didn't have before?



Is your text doing what you say you were going to do in the rationale?



• **Written Assignment – Standard Level**

Written assignment: Receptive and written productive skills

Weighting: 20%

This component consists of inter-textual reading linked to the core, followed by a written task of 300–400 words and a 150–200 word rationale. It must be written during the final year of the course and is externally assessed. It is not timed and must be the student's own independent work, produced under the teacher's guidance (see below for the role of the teacher).

Objectives

The purpose of the written assignment is to:

- deepen understanding of a chosen topic(s) from the course
- develop inter-textual receptive and productive skills
- select, use and reference source texts appropriate to the chosen task

- produce an appropriate text in the selected text type
- organize writing purposefully and coherently
- extend language skills
- demonstrate intercultural understanding through reflection on the assignment.

“Inter-textual reading” refers to the ability to read across different texts one of which may be audio/audio-visual, that may be linked by a common theme.

Requirements

The assignment has two parts: a rationale and the task.

The rationale: Students must write a 150–200 word rationale introducing the assignment which must include:

- the subject investigated
- a brief description of each of the sources
- the student’s intended aim(s)
- explanation of how the student intends to achieve his or her aim(s)—choice of text types, audience, register, style and so on.

WRITTEN ASSIGNMENT - HIGHER LEVEL

Written assignment: Receptive and written productive skills

Weighting: 20%

This component consists of a creative writing task of 500–600 words linked to one or two literary texts read in class and a 150–250 word rationale. It must be written during the final year of the course and is externally assessed. It is not timed and must be an independent work of the student, under the teacher's guidance (see below for the role of the teacher).

Objectives

The purpose of the written assignment is to:

- provide the student with the chance to reflect upon and develop further understanding of one or both of the literary texts read in class
- develop their receptive and productive skills to a higher degree
- produce an appropriate text in the selected text type
- organize writing purposefully and coherently
- extend language skills
- demonstrate intercultural understanding through reflection on the assignment.

The rationale: Students must write a 150–250 word rationale introducing the assignment that must include:

- a brief introduction to the literary text(s)
- an explanation of how the task is linked to the literary text(s)
- the student's intended aim(s)
- explanation of how the student intends to achieve his or her aim(s)—choice of text types, audience, register, style and so on.

The task: Students produce a creative piece of writing that will be based on one or two literary texts that the student has read as part of the course. The task must be 500–600 words in length. Students should effectively use a range of language appropriate to the chosen text type and aim(s) stated in the rationale. Examples of written assignments could be—writing a new ending to a novel, an interview with a character, or a diary entry by one of the characters in a story or play, a news report about an event in the story and so on.

Note: A formal (literary) essay is not an acceptable text type for the written assignment.

The following example is for English B:

Source	Task	Text type	Rationale
Novel <i>Of Mice and Men</i>	Curley's wife's diary entries that could have been discovered after she had been killed.	Diary entry	The rationale will offer a brief summary of the literary text, introduce the character and her actions and thoughts expressed in the story. The rationale will then share the aims of the task (Curley's wife keeping a diary as there were no other females to talk to; the entries may reveal her sense of loneliness) and introduce and justify the chosen text type/register/style/audience (diary entries written in the same style in which the character speaks in the novel).



The following example is for English B:

Core topic	Focus of sources	Sources	Subject of the assignment	Text type	Title of the assignment	Rationale
Global issues	People trafficking into the UK	<ol style="list-style-type: none"> 1. Interview with a victim of trafficking 2. Newspaper article on immigration authorities' intervention in a border control centre 3. Brochure of a charity that helps illegal immigrants 4. News broadcast on raid by border police in Dover 	Modern slavery	Interview	"Crossing the Channel"	<p>Subject investigated: Modern slavery</p> <p>Brief description of the sources used.</p> <p>Aim: to inform the general public of the dangers of, and possible solutions to, human trafficking in the UK.</p> <p>How the sources were used, for example, text type chosen, register chosen (with justification)</p>

L'exemple suivant est donné pour le français B.

Sujet du tronc commun	Sujet des sources	Sources	Sujet du travail	Type de texte	Titre du travail	Préambule
Communications et médias	La présence de la langue française dans les communications et les médias d'un pays bilingue	<ol style="list-style-type: none"> 1. Un article sur la diffusion des programmes des chaînes de télévision publiques canadiennes dans les deux langues officielles 2. Un essai sur la diversité de la langue française parlée au Canada et contenant des informations sur la population francophone 3. La déclaration d'un homme politique québécois sur la nécessité de diffuser des informations aussi bien en français qu'en anglais 	Garantir l'égalité des langues française et anglaise en termes d'importance et d'accès dans les communications et les médias au Canada	Interview avec une femme politique sur son approche pour améliorer la visibilité de la langue française dans les communications et les médias au Canada	Pourquoi la francophonie est-elle si importante au Canada ?	<p>Sujet examiné : le bilinguisme au Canada</p> <p>Brève description des sources utilisées</p> <p>Objectif : améliorer la visibilité du français dans les communications et les médias au Canada</p> <p>Explication de la façon dont les sources ont été utilisées, par exemple choix du type de texte et du registre, et justification</p>

Written Assignment – Some questions

- To what extent is the student using the rationale in the correct way to achieve what is required in the task?
- To what extent are the ideas structured, developed and presented efficiently?
- To what extent the student use the language efficiently within the task requirements?
- Other questions?

Written assignment

Assessment criteria are used to assess the written assignment, which is worth 20% of the overall mark.

There are three assessment criteria.

Criterion A	Rationale and task	10 marks
Criterion B	Organization and development	6 marks
Criterion C	Language	8 marks
	Total	24 marks



Developing 21st-Century Critical Thinkers

Integrate critical thinking skills within and across all content areas.

Establish safe, intellectually risk-free learning environments.

Provide students with repeated opportunities to practice higher-order thinking.

Open-Minded

Analyze, Reason, and Evaluate

Reflect on Learning

Engage in Problem Solving

Collaborate with Others

Make Real-World Applications

Think Critically and Creatively

Communicate Clearly and Accurately

Consistently cultivate higher-order thinking skills.

Allow time to develop critical thinking skills.

Promote academic conversations or dialogue that foster critical thinking.



Visible Thinking Routine -

- Which Visible Thinking routine would you chose here?
- Rampage of questions, please!
- And No, STRESS, because...

a **SMILE** is the same in
every language



IB
B
B



Le Monde

& Tweille

NOUS
SOURIONS
TOUS
DANS LA
MÊME
LANGUE

Grâce à

Vous Tous