

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.

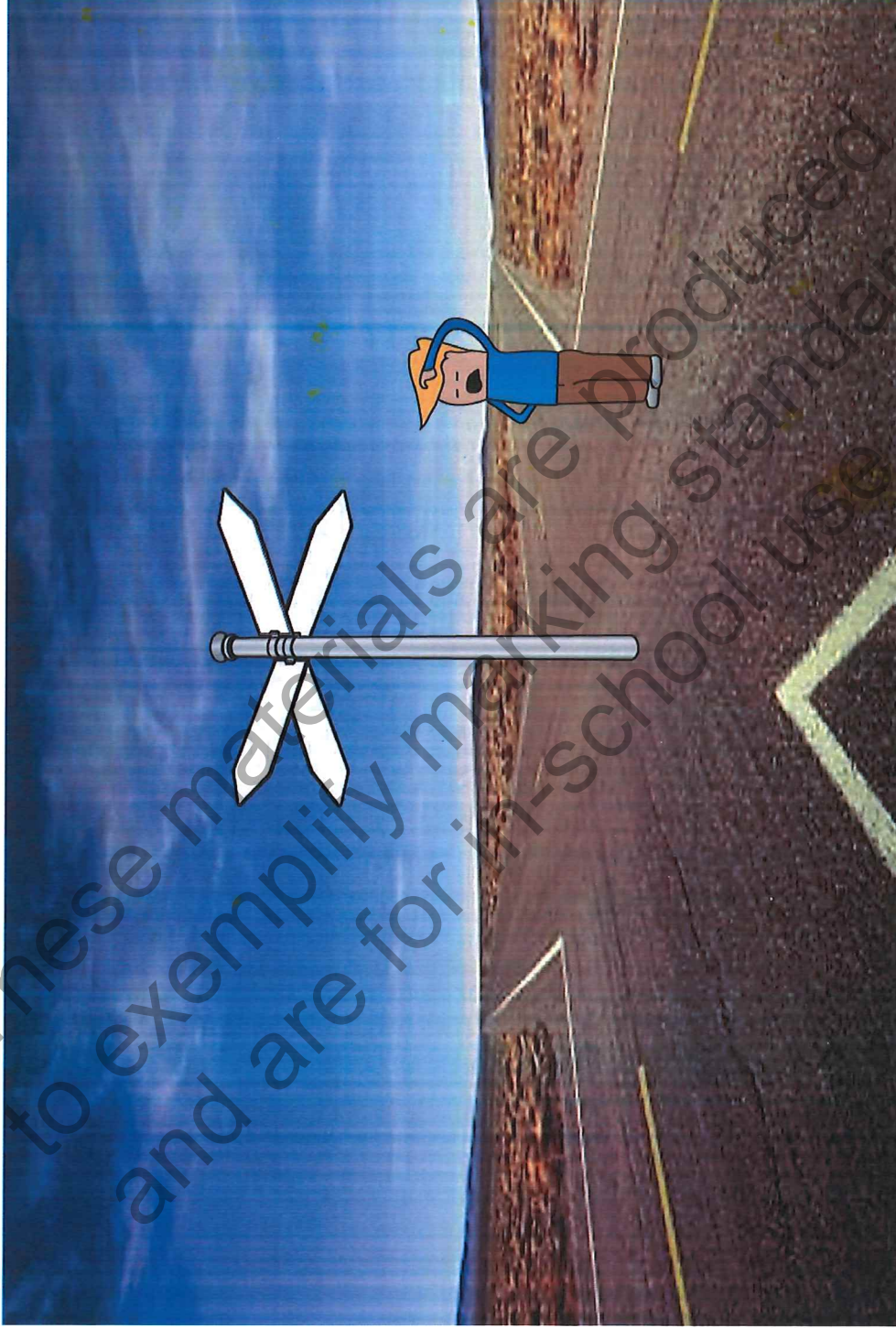
Option 1: Written stimulus

"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.

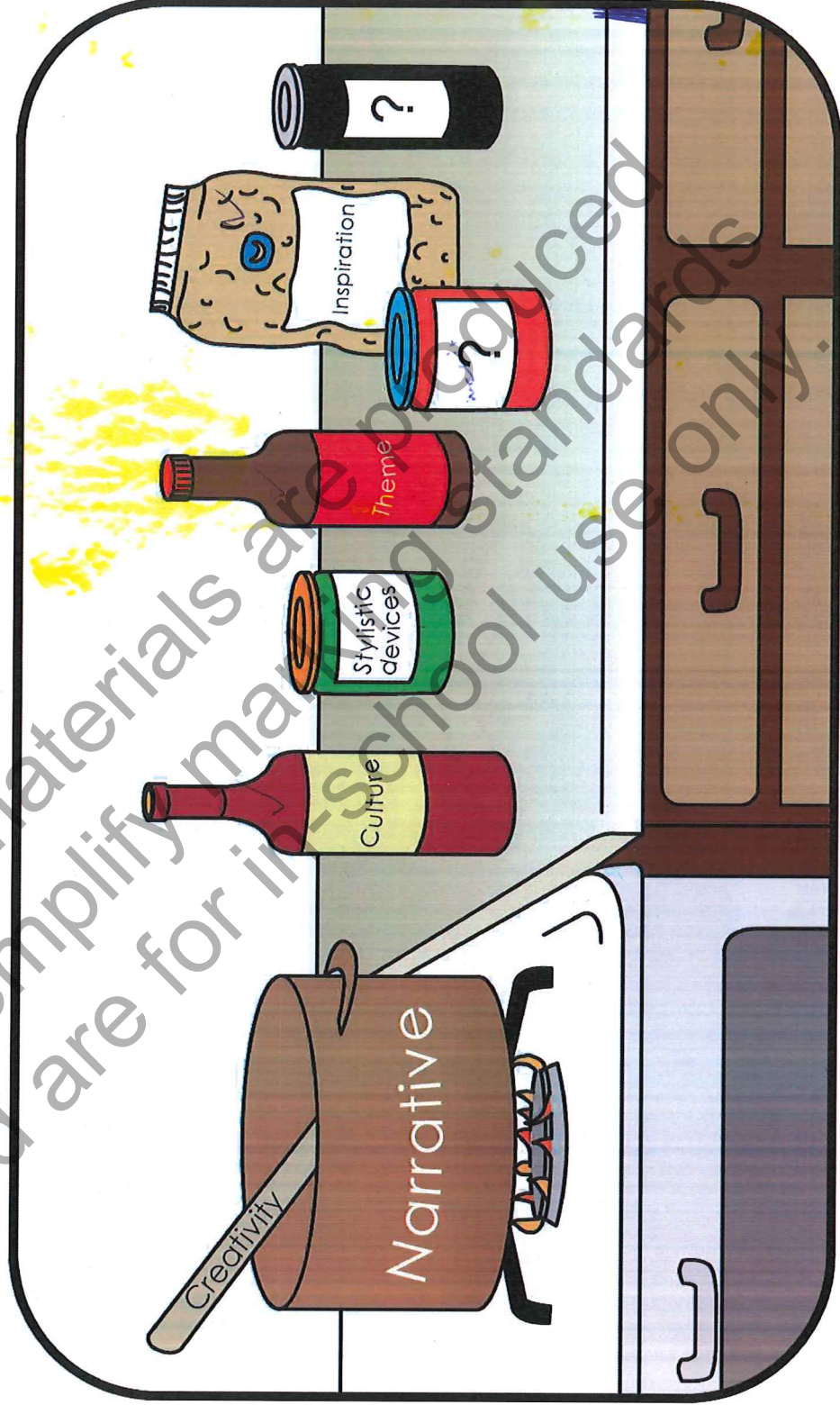
Option 2: Visual stimulus



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 3

On the Kitchen with

Cooking the perfect narrative story.

Narrative is first of all well developed and elaborated piece of a spoken or written story with connected events. Narrative could be written by anyone and anywhere, but the important and vital fact is to keep your piece interesting for audience. I suppose, there are a huge bunch of methods to build your story attractive by the usage of diverse ingredients in the kitchen of your brain.

Preparing all the required products you should not forget about any of them. Each ingredient gives a special effect on your final dish, which is your narrative. From my point of view, the very first and basic thing you should do is prepare products for placing them into ^{the} pan by taking all the responsibilities of writing a story on your shoulders.

Then After that you certainly feel necessity for turning on the oven, which as you might understand is your head and thinking skills, which are extremely required for advanced writing. The next in its turn comes a few

drops of culture distinguished marks, which are fully ~~contradistinct~~ ~~distinguished~~ in every part of the world. By defining your cultural aspect you in further may choose what is going to be your final dish, because it is depends on ingredients you put so work.

Following this, you ^{are} now able to ascertain the

theme of narrative you are working on. The meaning of this ingredient in your outcome is big, because the theme sets all the details, points, characters, settings, plot and everything else in your narrative. In my opinion theme should be determined along with the culture, in order to subsequently come with the ^{established} aspects and not to disturb them.

After this you need to add very sensitive and touching factor - inspiration, which is surely comes from your soul. Sometimes it is hard and challenging to find suitable and working inspiration, but I think you should pay attention to the things that are interesting to you and then you will find an appropriate inspiration for your narrative.

Then I suppose it comes to the stylistic devices, which help to improve your narrative by metaphors, personification, hyperboles, epithets. These stylistic devices are a major component of narrative, because without them your final dish will be dry and unfinished.

Extra ingredients are plot and characters of narrative. These two factors define the meaning of story and its compositions. Plot has a function of defining all of your further actions on story, ~~then~~ characters will be affected by your plot. Still, you may first choose and think of characters and your plot after.

The last and complete action is to mix everything you have added in your narrative pot with the spoon of creativity, which will make your story unique and all your ingredients too.

Word count: 354 words

Voilà! Your dish is ready and prepared to be served for audience. Everything is left to do: put your outcome on the plate, in our case it is ^{final} paper in your book.