

## Written Task II: Take Two

Written task two is a critical response to *Hamlet* (the whole play or an individually selected excerpt) allowing you to:

- Reflect and question the values, beliefs, and attitudes that are implied in the text
- Create an original response to the way in which texts can be understood in light of the prescribed questions.
- Demonstrate an awareness of the ways in which the production and reception of texts contribute to their meanings
- Demonstrate an ability to use terminology relevant to the various text types studied
- Demonstrate an ability to evaluate conflicting viewpoints within and about a text

To complete Written Task 2 (WTII), you will focus your writing on **analysis of Shakespeare's use of language in *Hamlet*** to construct a formal written essay. You will pick an IB-prescribed question to answer.

- You will create and submit a **three-level outline** that clearly outlines your purpose for the task.
- Your essay will be **800-1,000 words in length**
- Written Task 2 requires an MLA-formatted Works Cited page for your texts and in-text citations for your quoted evidence.

**A note about assistance (copied verbatim from IB Lang/Lit course guide):** “As part of the learning process, teachers can give advice to students on a first draft of the task. This advice should be in terms of the way in which the work could be improved, but this first draft must not be annotated or edited by the teacher. After making general comments on the first draft, teachers should not provide any further assistance.”

**Prescribed Questions:** Choose one to use as you analyze *Hamlet* for WTII. Before you try to answer your chosen question, consider what the question is really asking.

1. *How could the text be read and interpreted differently by two different readers?*
  - a. What two readers? (be specific, and use context rather than the obvious like gender or place.)
  - b. **How** would reader #1 read and interpret the text? **Why?** (theme/meaning)
  - c. **How** would reader #2 read and interpret the text? **Why?** (theme/meaning)
2. *If the text had been written in a different time or place or language or for a different audience, how and why might it differ?*
  - a. What time **or** place **or** language **or** different audience? (just one!)
  - b. **How** would the text differ? Go beyond obvious plot details like “if *Hamlet* were written in 1900 it wouldn't have had as many swordfights.”)
  - c. **Why** would this differences occur? In other words, what about the context has changed enough to have an impact on the text's theme/meaning?
3. *How and why is a social group represented in a particular way?*
  - a. What social group? (be specific)
  - b. What is the “particular way” the group is represented?
  - c. **How** does Shakespeare represent the group that way? (look at writing style)
  - d. **Why** is the group represented that way? (look at theme/meaning)
4. *Which social groups are marginalized, excluded or silenced within the text?*
  - a. What social group(s)?
  - b. Are you focusing on marginalization, exclusion, or silencing? (one only)
  - c. **How** does Shakespeare marginalize, exclude, or silence the group(s)? (writing style)
  - d. **Why** is/are the group(s) marginalized, excluded, or silenced? (theme/meaning)
5. *How does the text conform to, or deviate from, the conventions of a particular genre, and for what purpose?*
  - a. What particular genre?
  - b. Are you focusing on conforming to or deviating from? (pick one)
  - c. **How** does Shakespeare conform or deviate? (writing style)
  - d. **Why** does he conform or deviate in this way? (theme/meaning)
6. *How has the text borrowed from other texts, and with what effects?*
  - a. What other text(s)?
  - b. **How** has Shakespeare borrowed? (writing style)
  - c. **With what effects?** (theme/meaning - effect on reader)

### **Outline Requirements:**

- Must include:
  - Three levels (I., A., a.)
  - The title of the text analyzed—the whole play or a selected excerpt from *Hamlet*

- The part of the course—PART ONE--to which the task refers
- Three or four points that explain the particular focus of the task

**Assessment:**

- If you are signed up to take the Language and Literature IB Exam at the end of the year you will pick one Written Task 2 (the one you wrote last year **or** this years' response) to submit to the IB in the spring.
- Whether or not you're testing, you will submit and earn a class grade for both your outline and your Written Task in Skyward.
  - **Outlines are due Thursday, 10.25.18** to Turnitin.com by 8AM.
    - Participation Grade (but will be submitted to the IB)
  - **Final drafts are due Monday 11.5.18** to Turnitin.com by 3PM.
    - 50 point culminating grade (will be submitted to the IB)
  - No paper copies will be collected for either assignment.

**Your work will be assessed on the WTII Rubric:**

**Criterion A: Outline-**Does the outline of the written task clearly highlight the particular focus of the task?

<b>0</b>	The work does not reach a standard described by the descriptors to follow.
<b>1</b>	The outline partially highlights the particular focus of the task investigated.
<b>2</b>	The outline clearly highlights the particular focus of the task investigated.

**Criterion B: Response to the Question-** To what extent is an understanding of the expectations of the question shown? How relevant and focused is the response to these expectations? Is the response supported by well-chosen references to the text?

<b>0</b>	The work does not reach a standard described by the descriptors to follow.
<b>1-2</b>	The student has a superficial understanding of the expectations of the question. Ideas are frequently irrelevant and/or repetitive. The response is not supported by references to the text(s).
<b>3-4</b>	There is mostly adequate understanding of the expectations of the question. Ideas are generally relevant and focused. The response is generally supported by references to the text(s).
<b>5-6</b>	There is good understanding of the expectations of the question. Ideas are mostly relevant and focused. The response is mostly supported by well-chosen references to the text(s).
<b>7-8</b>	There is thorough understanding of the expectations of the question. Ideas are relevant and focused. The response is fully supported by well-chosen references to the text(s).

**Criterion C: Organization & Argument-** How well organized is the task? How coherent is the structure? How well developed is the argument of the Written Task? Note: The word length for the Written Task is 800-1,000 words. If the word limit is exceeded, 2 marks will be deducted.

<b>0</b>	The work does not reach a standard described by the descriptors to follow.
<b>1</b>	Little organization is apparent; the task has little structure and the argument is poorly developed.
<b>2</b>	Some organization is apparent; the task has some structure, although it is not sustained. The argument has some development.
<b>3</b>	The task is organized, and the structure is generally coherent. The argument is mostly developed.
<b>4</b>	The task is well organized; the structure is mostly coherent and the argument is clearly developed.
<b>5</b>	The task is effectively organized the structure is coherent and the argument is effectively developed.

**Criterion D: Language & Style-** How effective is the use of language & style? How appropriate is the task for the choice of register and style? (Register, in this context, refers to the student's use of elements such as vocabulary, tone, sentence structure, and idiom appropriate to the task; registered is assessed on the task itself.)

<b>0</b>	The work does not reach a standard described by the descriptors to follow.
<b>1</b>	There is little clarity, with many basic errors; little sense of register and style.
<b>2</b>	There is some clarity, though grammar, spelling, and sentence structure are often inaccurate; some sense of register, style, and appropriate vocabulary.
<b>3</b>	The use of language and the style are generally clear and effective, though there are some inaccuracies in grammar, spelling, and sentence construction; generally appropriate in register, style, and vocabulary.
<b>4</b>	The use of language and the style are clear and effective, with a good degree of accuracy; sentence construction and vocabulary are varied, showing a growing maturity of style; the register is appropriate.
<b>5</b>	The use of language and the style are very clear and effective, with a very good degree of accuracy; sentence construction and vocabulary are good; the style is confident and the register effective.

Criterion A (2): \_\_\_\_\_ Criterion B (8): \_\_\_\_\_

Criterion C (5): \_\_\_\_\_ Criterion D (5): \_\_\_\_\_ Total (20): \_\_\_\_\_