

## Information sheet 5.1 (Parts 3 and 5): sample essays – guidance notes for teachers

These notes provide ideas and suggestions for teachers who are using the sample Paper 1 and Paper 2 essay scripts provided as part of the Cambridge IB *English Literature* online Assessment resources for Parts 3 and 5.

The notes give guidance about:

- how these example scripts might be used with students in the classroom
- how students might use the scripts in their exam preparation
- how the scripts might be useful for teachers of the IB Language A Literature course.

You should note that the Derek Walcott poem *A far cry from Africa*, on which the students have answered the sample question for Paper 1, is available as Text 5.3 on pages 187–8 of the IB *English Literature* coursebook.

Before using the scripts with your students, you might find it useful to remind yourself of the assessment criteria for these two papers, which are available on pages 77–8 and 178–9 of the coursebook and in the latest IB guide to the Language A: Literature course.

Please be aware that the marks noted at the end of these sample essay scripts are *not* official IB marks. They are subjective interpretations of the assessment criteria by the experienced English Literature teachers who marked the scripts. A summary of what is being assessed at each level is given below.

### Paper 1

SL: Guided literary analysis

HL: Literary commentary

Standard Level			Higher Level		
Criterion A	Understanding and interpretation	5	Criterion A	Understanding and interpretation	5
Criterion B	Appreciation of the writer's choices	5	Criterion B	Appreciation of the writer's choices	5
Criterion C	Organisation	5	Criterion C	Organisation and development	5
Criterion D	Language	5	Criterion D	Language	5
	Total	20		Total	20

**Paper 2: Essay**

Standard Level			Higher Level		
Criterion A	Knowledge and understanding	5	Criterion A	Knowledge and understanding	5
Criterion B	Response to the question	5	Criterion B	Response to the question	5
Criterion C	Appreciation of the literary conventions of the genre	5	Criterion C	Appreciation of the literary conventions of the genre	5
Criterion D	Organisation and development	5	Criterion D	Organisation and development	5
Criterion E	Language	5	Criterion E	Language	5
	Total	25		Total	25

**Using the sample student scripts****Using the scripts as a student resource**

- Using the editable versions of the student essay scripts, delete all the teacher comments (in brackets in blue) and marks from the end of the scripts (in the grey panel). Give students copies of the edited scripts, and ask them to use the relevant assessment criteria to grade the essays. Then give them a copy of the PDF versions of the scripts, with the teacher's comments and marks included, and ask them to discuss any similarities and differences between their judgements and those of the teacher.
- Give students a section of the essay (the opening, the last couple of paragraphs or a particular body paragraph) and ask them to assess just this part of the essay using all (or some) of the relevant assessment criteria.
- Students could write the same essay before or after assessing one or more of these sample scripts.
- Students could re-write certain sections of the essays in order to try to improve the marks, especially where one of the candidates has scored less well against a particular criteria.

**Using the scripts as a teacher's resource**

These sample essays could be used as part of a departmental standardisation process.

Teachers could individually assess edited copies of the scripts, without the teacher summary comments and marks, before discussing them as a team and then using the PDF versions to compare the marks awarded by the original teachers.

***Note:** Please remember that, as mentioned above, the marks suggested for these sample essays are not official IB marks, so the awarding of particular levels may well be an interesting starting point for a discussion about assessment.*