

Complete one task by writing a journal. Write 450-600 words.

*On the final exam, you will be given a choice of text types, but for this assessment you are required to write a journal.

1. You recently *listened to a talk* about stereotypes and identity, and it greatly impacted your thinking on the topic. You want to process your thoughts. Write a text in which you describe the ideas presented in the talk, consider the connections to your own life, and reflect on how the talk has expanded your thinking on the topic.
2. You recently *learned about a research study* related to stereotypes and identity, and it greatly impacted your thinking on the topic. You want to process your thoughts. Write a text in which you describe the study's findings, consider the connections to your own life, and reflect on how the research study has expanded your thinking on the topic.
3. You recently *read a personal essay* related to stereotypes and identity, and it greatly impacted your thinking on the topic. You want to process your thoughts. Write a text in which you describe the author's experiences, consider the connections to your own life, and reflect on how the essay has expanded your thinking on the topic.

Task1

12th Nov., 2019

Two weeks ago, when we discussed about stereotypes and identity in English class, we watched a talk called "The Danger of a Single Stories" by ^{full name} Adichie. She presented deep ideas and argued them well with examples that I can ^{easily} connect to my own life. Because of her ideas, I also started to think further about stereotypes.

The way Adichie explained her thesis.— single stories create stereotypes— was amazing. Although the idea can be somehow complicated, she walked us through it using close-to-life examples, including seemingly minor ones from everyday life, and ~~large~~ current global issues such as racial stereotypes. She told ^{four} personal stories involving single stories: She thought books must be foreign, her houseboy's poor family only had poverty, Mexicans are only abject ~~migrant~~ immigrants, and her ^{American} roommate thought that Africa only had catastrophes. All of those turned out to be inaccurate because ^{those} she and her roommate heard about single stories only emphasized one aspect of those subjects. In a nicer world, she imagined, if she had been told that the poor family was also hardworking, and if her roommate had known that Africans were eager to write and read despite not being the intended audience of books, and if people had embraced more stories, a complete image of other people, without stereotypes, would have been formed.

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So many close-to-life examples were used in her speech and they reminded ~~me~~ me of my own experience with single stories, too. To my surprise, I happen to have such an experience recently. I have a friend who goes to a special calligraphy school. Every time when people referred to her, they simply said "the one who learns calligraphy."

or capitalizing

(+)

I'm not even entirely sure how it ~~had~~ has become the norm, but it happened so often that "calligraphy" became her only label in my mind. ~~Without any reasons~~ As a result I naturally thought that she knew nothing but calligraphy. However, ^{this summer} when she played a very beautiful song on the Ukulele and told me about her fascinating experience as a volunteer teacher, I was so shocked and ashamed. Now that I think about it, I used her single story of calligraphy as the definitive story. I flattened her, but also robbed her of other possible things possibilities except calligraphy. How could I do such a ~~cruel~~ or cruel thing to my friend? If I had rejected the single story, I wouldn't have ~~thought so narrowly~~ ^{thought so narrowly}. After that experience, I came to the same realisation as Adichie - that there's never a single story about a person or a group.

Whenever Before this stereotypes unit in my English class started, whenever stereotypes came up, I thought that they were completely wrong. But when I read about how stereotypes are a part of human nature and how they could be useful to some extent when we don't have enough information about a group or a person, those ideas ~~scraped~~ blew my mind. If stereotypes ^{can} be somehow useful, why ~~does~~ ^{do they} always create prejudices? Did everyone else view stereotypes wrongly? Or are stereotypes poisonous despite ^{their} practicality ^{w.c.}? I doubted myself very strongly. This is where a quote from Adichie's speech helped me. She said that ~~stereotyping~~ the problem with stereotypes ^{was} ~~is~~ that not that they ^{were} untrue, but that they ^{were} incomplete, and when an incomplete story becomes ^{w.c.} the definitive story, it ⁽⁺⁾ disposed people. Her point was right on spot! She answered my confusion perfectly. Stereotypes are not problematic spot on or on point

Great point there. How come we get to view ourselves as complex, while we often view others in simplistic/flat ways?

In terms of describing one aspect of a group ~~inaccurately~~, but in the sense that they emphasize ~~the~~ a single aspect so much that other important aspects of that group are ignored and other wonderful possibilities of that group are overlooked. Stereotypes, in that way, make ~~the group more different from them~~ rather than similar to, or equal to us.

Honestly, I didn't expect this talk to be ~~such an a good one~~ ^{so good.} It's packed with ~~wise words~~ and enlightening thoughts. I would have rejected more single stories and stereotypes. If I had listened to this talk earlier, but ~~I'll definitely~~ when I hear about another single story in the future, I'll definitely remember that there's never a single story.

Huge improvement on the draft.
Much cleaner + more in line with the text type expectations. Great job

Could be rewarded

Name: [REDACTED]

Date: 12/11/19

Criterion A: Language

How successfully does the candidate command written language?

- To what extent is the vocabulary appropriate and varied?
- To what extent are the grammatical structures varied?
- To what extent does the accuracy of the language contribute to effective communication?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1-3	Command of the language is limited. Vocabulary is sometimes appropriate to the task. Basic grammatical structures are used. Language contains errors in basic structures. Errors interfere with communication.
4-6	Command of the language is partially effective. Vocabulary is appropriate to the task. Some basic grammatical structures are used, with some attempts to use more complex structures. Language is mostly accurate for basic structures, but errors occur in more complex structures. Errors at times interfere with communication.
7-9	Command of the language is effective and mostly accurate. Vocabulary is appropriate to the task, and varied. A variety of basic and more complex grammatical structures is used. Language is mostly accurate. Occasional errors in basic and in complex grammatical structures do not interfere with communication.
10-12	Command of the language is mostly accurate and very effective. Vocabulary is appropriate to the task, and varied, including the use of idiomatic expressions. A variety of basic and more complex grammatical structures is used effectively. Language is mostly accurate. Minor errors in more complex grammatical structures do not interfere with communication.

Criterion A Mark: 10

Notes:

Strengths: Great use of idiomatic expressions and varied vocabulary. Good job grabbing vocab from the talk. The choppiness from your draft is gone.

Areas for Improvement: A few minor errors in tense and word choices.

Name [REDACTED]

Date: 12/11/19

Criterion B: Message

To what extent does the candidate fulfill the task?

- How relevant are the ideas to the task?
- To what extent are ideas developed?
- To what extent do the clarity and organization of ideas contribute to the successful delivery of the message?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1-3	<p>The task is partially fulfilled.</p> <p>Few ideas are relevant to the task.</p> <p>Ideas are stated, but with no development.</p> <p>Ideas are not clearly presented and do not follow a logical structure, making the message difficult to determine.</p>
4-6	<p>The task is generally fulfilled.</p> <p>Some ideas are relevant to the task.</p> <p>Ideas are outlined, but are not fully developed.</p> <p>Ideas are generally clearly presented and the response is generally structured in a logical manner, leading to a mostly successful delivery of the message.</p>
7-9	<p>The task is fulfilled.</p> <p>Most ideas are relevant to the task.</p> <p>Ideas are developed well, with some detail and examples.</p> <p>Ideas are clearly presented and the response is structured in a logical manner, supporting the delivery of the message.</p>
10-12	<p>The task is fulfilled effectively.</p> <p>Ideas are relevant to the task.</p> <p>Ideas are fully developed, providing details and relevant examples.</p> <p>Ideas are clearly presented and the response is structured in a logical and coherent manner that supports the delivery of the message.</p>

Criterion B Mark: 12

Notes:

Strengths: Thoughtful and well-developed. Well-organized. Clear explanations.

Areas for Improvement:

Name: [REDACTED]

Date: 12/11/19

Criterion C: Conceptual understanding

To what extent does the candidate demonstrate conceptual understanding?

- To what extent is the choice of text type appropriate to the task?
- To what extent are register and tone appropriate to the context, purpose and audience of the task?
- To what extent does the response incorporate the conventions of the chosen text type?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1-2	Conceptual understanding is limited. The choice of text type is generally inappropriate to the context, purpose or audience. The register and tone are inappropriate to the context, purpose and audience of the task. The response incorporates limited recognizable conventions of the chosen text type.
3-4	Conceptual understanding is mostly demonstrated. The choice of text type is generally appropriate to the context, purpose and audience. The register and tone, while occasionally appropriate to the context, purpose and audience of the task, fluctuate throughout the response. The response incorporates some conventions of the chosen text type.
5-6	Conceptual understanding is fully demonstrated. The choice of text type is appropriate to the context, purpose and audience. The register and tone are appropriate to the context, purpose and audience of the task. The response fully incorporates the conventions of the chosen text type.

→ IB "makes" us choose 1 text type rather than others

Criterion C Mark: 6

Notes:

Strengths: Good use of colloquial expressions that are appropriate to the text type. Good job showing a wrestling of the issues- the internal back and forth and questioning. Use of first-person

Areas for Improvement:

Overall Mark: 28/30 93%