

# PMSA

## IB Language & Literature DP2

### Required Summer Reading 2022

**DUE: September 1<sup>st</sup> (First full day of school)**

In IB Lang & Lit DP2, students will continue preparing for their final IB exam as well as complete their Higher Level Essay. To help prepare for this assignment, all students will read the same novel for summer reading to provide the class with a go to text to analyze and use for exemplars.

For your required summer reading assignment, begin by reading *The Great Gatsby* by F. Scott Fitzgerald in its entirety. You can check out the book from PMSA or a local library or you can purchase the book on Amazon, Barnes and Noble, Half-Priced Books, or other book vendor. Then, write a well-developed essay exploring a concept of your choice from the novel. You will establish and develop your own line of inquiry (an exploration and analysis of your concept). Avoid summary.

Some concepts to consider include, but are not limited to:

- Fitzgerald's critique of the American Dream
- The impact of Nick Carroway as an unreliable narrator
- An evaluation of symbolism in the novel
- An examination of the portrayal of social/economic class in the novel
- An examination of the feminist/gender studies implicit in the novel
- An examination of Gatsby's obsession and determination
- The impact of the past on characters' present decisions and motivations

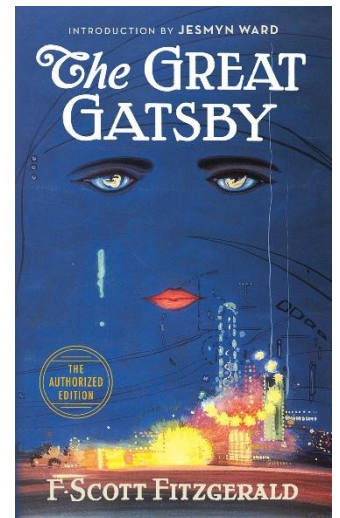
Your essay will be submitted to Turnitin.com on the first day of class. It will be worth 20 points in the Skills Practice category, including IB weighting adjustments for percentage.

### What is a line of inquiry?

A line of inquiry is the question that your essay seeks to explore, often with your thesis then being your answer to that question. The line of inquiry provides focus for the parameters of your essay, and identifies the idea or concept you will be exploring. By exploring and answering your line of inquiry, you support and explain your essay's argument. Note how a line of inquiry allows you to discuss your chosen text, but in an analytical way that requires explanation beyond simple summary.

### Example lines of inquiry:

- How do Elizabeth and Darcy's different economic stations influence and effect their courtship?
- How does Nora submit to and later subvert female gender expectations?
- How does viewing Medea as the villain rather than protagonist influence one's reading of the play?



ISBN: 9781982146702

## Summer Reading 2022

RUBRIC	0	1	2	3	4	5
Criterion A: Knowledge, understanding and interpretation	The work does not reach a standard described by the descriptors below.	There is little knowledge and understanding of the work/text through the essay in relation to the chosen topic. References to the work/text are infrequent or are rarely appropriate in relation to the chosen topic.	There is limited knowledge and understanding of the work/text through the essay in relation to the chosen topic. References to the work/text are at times appropriate in relation to the chosen topic.	There is satisfactory knowledge and understanding of the work/text through the essay and an interpretation of its implications in relation to the chosen topic. References to the work/ text are generally relevant and mostly support the candidate's ideas in relation to the chosen topic.	There is good knowledge and understanding of the work/text through the essay and a sustained interpretation of its implications in relation to the chosen topic. References to the work/text are relevant and support the candidate's ideas in relation to the chosen topic.	There is excellent knowledge and understanding of the work/text through the essay and a persuasive interpretation of their implications in relation to the chosen topic. References to the work/text are well-chosen and effectively support the candidate's ideas in relation to the chosen topic.
Criterion B: Analysis and evaluation	The work does not reach a standard described by the descriptors below.	The essay is descriptive and/or demonstrates little relevant analysis of textual features and/or the writer's broader choices in relation to the chosen topic.	The essay contains some appropriate analysis of textual features and/or the writer's broader choices in relation to the chosen topic but is reliant on description.	The essay demonstrates a generally appropriate analysis and evaluation of textual features and/or the writer's broader choices in relation to the chosen topic, with occasional insights.	The essay demonstrates an appropriate and at times insightful analysis and evaluation of textual features and/or the writer's broader choices in relation to the chosen topic.	The essay demonstrates an appropriate and at times insightful analysis and evaluation of textual features and/or the writer's broader choices in relation to the chosen topic.
Criterion C: Focus, organization and development	The work does not reach a standard described by the descriptors below.	Little organization present. No discernible line of inquiry is apparent in the essay. Supporting examples are not integrated into the structure of the sentences and paragraphs.	Some organization is apparent. There is little development of a line of inquiry. Supporting examples are rarely integrated into the structure of the sentences and paragraphs.	The essay is adequately organized in a generally coherent manner. There is some development of the line of inquiry. Supporting examples are sometimes integrated into the structure of the sentences and paragraphs.	The essay is well organized and mostly coherent. The line of inquiry is adequately developed. Supporting examples are mostly well integrated into the structure of the sentences and paragraphs.	The essay is effectively organized and coherent. The line of inquiry is well developed. Supporting examples are well integrated into the structure of the sentences and paragraphs.
Criterion D: Language	The work does not reach a standard described by the descriptors below.	Language is rarely clear and appropriate; there are many errors in grammar, vocabulary and sentence construction and little sense of register and style.	Language is sometimes clear and carefully chosen; grammar, vocabulary and sentence construction are fairly accurate, although errors and inconsistencies are apparent; the register and style are to some extent appropriate to the task.	Language is clear and carefully chosen with an adequate degree of accuracy in grammar, vocabulary and sentence construction despite some lapses; register and style are mostly appropriate to the task.	Language is clear and carefully chosen, with a good degree of accuracy in grammar, vocabulary and sentence construction; register and style are consistently appropriate to the task.	Language is very clear, effective, carefully chosen and precise, with a high degree of accuracy in grammar, vocabulary and sentence construction; register and style are effective and appropriate to the task.