

Der Dieb und die Hunde

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Stage 1: The interactive oral

The interactive oral is a focused class discussion in which all students and the teacher participate. Each student should be responsible for initiating some part of the discussion in at least one of the interactive orals for one work. Students may participate as a group or individually, and teachers may organize the discussion in a variety of different ways.

The discussions should address the following cultural and contextual considerations.

- In what ways do time and place matter to this work?
- What was easy to understand and what was difficult in relation to social and cultural context and issues?
- What connections did you find between issues in the work and your own culture(s) and experience?
- What aspects of technique are interesting in the work?

Formal requirements

At least one oral must be completed in relation to each work studied in part 1.

The suggested minimum time for discussion of each work is 30 minutes.

Stage 2: The reflective statement

The reflective statement is a short writing exercise and should be completed as soon as possible following the interactive oral. Each student is asked to provide a reflection on each of the interactive orals. The reflective statement on the same work as the student's final assignment is submitted for assessment.

The reflective statement must be based on the following question.

- How was your understanding of cultural and contextual considerations of the work developed through the interactive oral?

Formal requirements

Length	300–400 words. If the limit is exceeded, assessment will be based on the first 400 words.
Submission	The reflective statement about the work used in the student's final assignment (essay) is submitted together with the assignment.
Assessment	The reflective statement is awarded a mark out of 3 using assessment criterion A.

Stage 4: Production of the essay

Each student is required to produce an essay of 1,200–1,500 words in length on a literary aspect of one work. The essay is developed from one of the pieces of supervised writing completed in class, with the guidance of the teacher.

The role of the teacher

- Provide guidance on the development of the essay topic.
- Discuss the connections between the supervised writing and the essay.
- Ensure that the topic is suitable to the length and the focus of the task.
- Read the first draft of the essay and provide feedback to the student. This may take the form of a conversation and/or a written response on a piece of paper separate from the draft essay.

Completion of the essay for submission by the student

After receiving feedback on the first draft, the student must complete the written assignment without further assistance.

Note: The assignment must be the independent work of the student. Statements on the coversheet declaring that the assignment is the independent work of the student must be signed by the student and by the supervising teacher.

Written assignment

There are five assessment criteria at HL.

Criterion A	Fulfilling the requirements of the reflective statement	3 marks
Criterion B	Knowledge and understanding	6 marks
Criterion C	Appreciation of the writer's choices	6 marks
Criterion D	Organization and development	5 marks
Criterion E	Language	5 marks
	Total	25 marks

Written assignment (SL and HL)

Criterion A: Fulfilling the requirements of the reflective statement

- To what extent does the student show how their understanding of cultural and contextual elements was developed through the interactive oral?

Note: The word limit for the reflective statement is 300–400 words. If the word limit is exceeded, 1 mark will be deducted.

Marks	Level Descriptor
0	The work does not reach a standard described by the descriptors below.
1	Reflection on the interactive oral shows superficial development of the student's understanding of cultural and contextual elements.
2	Reflection on the interactive oral shows some development of the student's understanding of cultural and contextual elements.
3	Reflection on the interactive oral shows development of the student's understanding of cultural and contextual elements.

Eher Tagebuch als Protokoll!

Grundsätzlicher Aufbau:

a.) »naive« Meinung:

»Ägypten kenne ich nur als Ferienland.«

b.) Lektüreprozess

c.) dabei gewonnene Eindrücke

d.) Bedeutung der Diskussion für Eindrücke

*****Impulse benennen!*****

e.) Was blieb offen oder unklar?

Während der IO ist mir vor allem die Rolle des Scheichs sehr viel klarer geworden.

Im Großen und Ganzen verstehe ich die Kultur nicht besser, vor allem in Bezug auf Religion. Jedoch ist mir klar, dass Religion für gewisse einen Schutz bildet, dass sie Leute miteinander verbindet und dass sie frei machen kann.

Wenn ich diesen Aspekt der beiden Kulturen vergleiche, so ist mir die westliche Variante viel lieber, denn alle Beteiligten werden berücksichtigt. Egal ob Mann oder Frau, Mädchen oder Junge, jeder kann seine Meinung zum Ausdruck bringen, um ein harmonisches Zusammenleben zu bewerkstelligen.

Bevor wir dies in der Klasse besprochen hatten, dachte ich immer, dass es einzig und allein Saids Fehler war, weil er seine Tochter überrumpelt hatte. Als eine Mitschülerin die Frage gestellt hatte, wie diese Zusammenkunft in einem westlichen Miei abgelaufen wäre, machte ich mir Gedanken, wie diese Zusammenkunft in meiner Familie abgelaufen wäre. Sofort kam mir wieder in den Sinn, dass...

Ist Said konservativ oder ...?

realisieren

die Dieberei / das Wegnehmen