

Tom Sawyer

Final project

Develop a supported judgement about Tom

The task and a planning page show how students draw on their portfolio to connect three scenes. A page from the teacher's assessment guide clarifies the expectations.

SELECTED MATERIALS · INTERNATIONAL ENGLISH

Secondary education · English as the main language of schooling

Trial edition 1.3 · October 2026

Pages included

07.1 · Final project: student materials: pages 6, 9.

07.2 · Final project: teacher's assessment guide: pages 6.

Original page numbers and references to the complete documents are retained. This selection does not replace the full teaching package. Source pages are reproduced unchanged; only this introductory page has been added.

Explore the complete teaching package

Access for a classroom trial is arranged individually with Edwin Zschaler. The website presents selected materials; timing and conditions of use are agreed when you make contact.

AN INDIVIDUAL READING DOSSIER

Your final task

The guiding question

How far does Tom develop a sense of responsibility over the course of the novel?

Formulate your own judgement and test it through three scenes. Choose one scene from stages 1–3, one from stages 4–6 and one from stage 7 or 8. For each, explain what Tom does, whom his action affects and what the scene shows for your judgement.

For each scene, give at least one relevant piece of evidence with chapter and lines. Include a passage that qualifies or initially contradicts your judgement. Finish with an answer to the guiding question. Simply listing three adventures is insufficient.

Format and length

Write about **300–450 words**. A clear heading, three short sections and a conclusion are enough. Your textual evidence must be easy to locate. Work on the dossier at school.

Your book and your own portfolio are allowed. You may also discuss possible scenes; formulate the reasoning yourself. Record any support you use. AI-generated interpretations and ready-written paragraphs are not permitted support in the basic model.

If you have agreed an oral format with your teacher, create an audio response of about **3–4 minutes** with a separate evidence sheet. The same content requirements apply. Guidance is on page 17.

How your product is assessed

Text understanding (T), textual evidence (B), explanation (E) and connections (V) each receive 0–3 points. The maximum total is 12 points. The full criteria are on pages 11–12.

A supported judgement remains open. You do not have to claim either that Tom steadily improves or that he should be rejected outright. What matters is your selection of scenes, your evidence and how you explain your judgement.

PLANNING | NOTES ARE ENOUGH

Choosing three scenes

Use this page or your existing planning on portfolio page 50. Choose scenes that allow you to test your own judgement.

My provisional judgement on the guiding question

Part	Scene and reference	What does it show for my judgement?
Early Stages 1–3 TS-01 to TS-03		
Middle Stages 4–6 TS-04 to TS-06		
Late Stages 7–8 TS-07 or TS-08		

Who is affected by Tom’s actions in each scene?

Check your selection. Are all three required parts represented? Can you show at least one relevant passage for each scene? Is it clear what the scene means for your judgement?

EXPECTATIONS FOR THE REQUIRED TASK

What the product should show

The guiding question

How far does Tom develop a sense of responsibility over the course of the novel?

Expectation	What to look for
Text understanding	Three accurately understood, relevant scenes: one from stages 1–3, one from stages 4–6 and one from stage 7 or 8. Tom's actions and the people affected are identified.
Textual evidence	At least one relevant, verifiable piece of evidence with chapter and lines for each scene. A TS code alone does not replace a locator.
Explanation	The student explains what each scene shows for their own judgement. The observations go beyond retelling.
Connections	The scenes are compared, a qualifying or contradictory passage is weighed, and the conclusion answers the guiding question.

The counterevidence may come from the three chosen scenes. A fourth scene discussed in detail is not required. Students may choose different scenes from those in the example on page 9.

Transfer consists of bringing the observations developed during reading together into a supported judgement. This task does not require an additional application to a new subject area or a new creative format.

Recognise different judgements. Students may emphasise Tom's progress or foreground his continuing contradictions. Assess the reasoning against the text. Neither approval of Tom nor agreement with the example is required.