

Internal Assessment: The Individual Oral

You will provide a commentary on two extracts of approximately 40 lines from **one literary and one non-literary work** studied in class (you should bring unannotated copies of these extracts to the individual oral). You are encouraged to seek guidance on the choice of two texts you will analyse, and on the suitability of the chosen global issue to the two texts. You are required to give a **ten-minute oral commentary** which will be followed by **five minutes of questioning** by the teacher. Even though the individual oral is internally assessed, the commentary will be recorded for external moderation. Total recording time is as close to 15 minutes as possible (not more), including mandatory discussion with your teacher.

Remember that the way in which you speak and the way in which you organize your material are as important as what you have to say: the teacher / examiner will be judging your choice of language and your skills as a speaker as well as your knowledge and understanding of the text and your chosen issue.

The individual oral addresses the following prompt:

Examine the ways in which the global issue of your choice is presented through the content and form of one of the works and one of the texts that you have studied.

Determining the global issue

The global issue chosen should be significant on a wide scale, be transnational in nature, and be an issue that has an impact felt in everyday local contexts. You may look into one or more of the following fields of inquiry for guidance but the topics are not to be considered exhaustive:

1. **Culture, identity and community**

How do your chosen texts explore aspects of family, class, race, ethnicity, nationality, religion, gender and sexuality, and issues concerning migration, colonialism and nationalism? How do these issues impact individuals and societies?

2. **Beliefs, values and education**

How do your chosen texts explore the beliefs and values nurtured in particular societies? How do they shape individuals, communities and educational systems? What tensions might arise when there are conflicts of beliefs and values, and ethics?

3. **Politics, power and justice**

How do your chosen texts explore aspects of rights and responsibilities, the workings and structures of governments and institutions? You might also want to investigate hierarchies of power, the distribution of wealth and resources, the limits of justice and the law, equality and inequality, human rights and peace and conflict.

4. **Art, creativity and the imagination**

How do your chosen texts explore aspects of aesthetic inspiration, creation, craft and beauty? How can art or the function, value and effects of art in society shape and challenge perceptions?

5. **Science, technology and the environment**

How do your chosen texts explore the relationship between humans and the environment and the implications of technology and media for society? You might also want to consider the idea of scientific development and progress.

Suggested format for your commentary

1. Begin your commentary by indicating **your name, candidate number, and exam session**. Then provide the author, text, and genre of your extract or passage

2. Briefly provide **context of the passages**, that is, how it fits into the works as wholes and the historical periods when they were written/created. Do this briefly and remember, it is different depending on the genre of your extracts (plays / poetry / novels).

3. Next, include a **brief summary** of the selections - what happens in the passages / extracts?

4. Following the summary, **state the global issue(s) you will explore and how it links to the author's/creator's purpose** for the extract. This is the **thesis** of your individual oral.

5. Discuss the presence of the global issue in **the first extract**, closely relating it to the author's/creator's purpose. Develop your argument by illustrating **how** the author communicates the purpose: you should select specific **literary devices/features** which support the author's intentions. Make sure you can link each one of these devices to the intentions of the author and the global context explored through a solid analysis. Also, try to make links to other parts of the text to demonstrate your knowledge of the text as a whole (use linking words).

6. Then, **relate the global issue to the work and/or text the extract was taken from**. You should discuss relevant aspects of the broader work as a whole. If the extract is a complete non-literary text, discuss the broader body of work of the author of the text.

7. Afterwards, follow the same format in reference to **the second extract**.

8. End your commentary with **a conclusion** in which you synthesize your commentary and elaborate on the impact of the issue and its relevance in everyday contexts.

Possible other format of your individual oral

As indicated in the Language A: Teacher support material, you could first analyse how meaning related to the global issue is constructed in both extracts before continuing to a discussion of the broader presence of the global issue in the works and/or texts the extracts were taken from.

Conduct of the Individual Oral

You will need to prepare **an outline** of your oral in advance; you are allowed to include **a maximum of 10 bullet points** which must not be excessively long. The outline should serve as a springboard for your oral and you should not read it as a prepared script. The suggested word limit for your outline is 300 words (InThinking).

You are only allowed to bring your outline and the chosen extracts into the room on the day of your exam. You need to provide the extracts chosen to the teacher for approval **at least one week before** the assessment takes place.

Outline template

<u>Global Issue:</u>
<u>Works explored:</u> Literary text: Non-literary text:
<ul style="list-style-type: none">••••••••••

Individual Oral Presentations - DUE DATE: **Monday, 14th October**

Texts/works I'm interested in:

Possible text/work 1:

Title:

Author:

Possible connections to fields of inquiry:

Possible text/work 2:

Title:

Author:

Possible connections to fields of inquiry:

Possible text/work 3:

Title:

Author:

Possible connections to fields of inquiry:

Final text and work:

Field of inquiry:

LAL component requirement:

- Literary work
- Non-literary text
- Extracts (maximum 40 lines)
- Final outline of 10 bullet points

Refinement of global issue:

Based on your final choice of text and work, are you able to refine or narrow your global issue?
(For example, the original idea—racism in the workplace, final idea—discrimination against indigenous cultures in the workplace)

	Criterion A: Knowledge, Understanding and interpretation <ul style="list-style-type: none"> How well does candidate demonstrate knowledge & understanding of the extracts, and of the works/texts from which they were taken? To what extent does the candidate make use of knowledge and understanding of the extracts and the works/texts to draw conclusions in relation to the global issue? How well are ideas supported by references to extracts & works? 	Criterion B: Analysis and evaluation <ul style="list-style-type: none"> How well does the candidate use his or her knowledge & understanding of each of the extracts and their associated works/texts to <u>analyse</u>, and evaluate the ways in which authorial choices present the global issue? 	Criterion C: Focus and organization <ul style="list-style-type: none"> How well does the candidate deliver a structured, well-balanced and focused oral? How well does the candidate connect ideas in a cohesive manner? 	Criterion D: Language <ul style="list-style-type: none"> How clear, varied and accurate is the language?
0	The work does not reach a standard described by the descriptors below.	The work does not reach a standard described by the descriptors below.	The work does not reach a standard described by the descriptors below.	The work does not reach a standard described by the descriptors below
1 - 2	There is little knowledge and understanding of the extracts and the works/texts in relation to the global issue. References to the extracts and to the works/texts are infrequent or are rarely appropriate.	The oral is descriptive or contains no relevant analysis. Authorial choices are seldom identified and, if so, are poorly understood in relation to the presentation of the global issue.	The oral rarely focuses on the task. There are few connections between ideas.	The language is rarely clear or accurate; errors often hinder communication. Vocabulary and syntax are imprecise and frequently inaccurate. Elements of style (for example, register, tone and rhetorical devices) are inappropriate to the task and detract from the oral.
3 - 4	There is some knowledge and understanding of the extracts and the works/texts in relation to the global issue. References to the extracts and to the works/texts are at times appropriate.	The oral contains some relevant analysis, but it is reliant on description. Authorial choices are identified, but are vaguely treated and/or only partially understood in relation to the presentation of the global issue.	The oral only sometimes focuses on the task, and treatment of the extracts, and of the works/texts may be unbalanced. There are some connections between ideas, but these are not always coherent.	The language is generally clear; errors sometimes hinder communication. Vocabulary and syntax are often imprecise with inaccuracies. Elements of style (for example, register, tone and rhetorical devices) are often inappropriate to the task and detract from the oral.
5 - 6	There is satisfactory knowledge & understanding of the extracts and the works/texts and interpretation of their implications in relation to the global issue. References to the extracts and to the works/texts are generally relevant and mostly support the candidate's ideas.	The oral is analytical in nature, and evaluation of the extracts and their works/texts is mostly relevant. Authorial choices are identified and reasonably understood in relation to the presentation of the global issue.	The oral maintains a focus on the task, despite some lapses; treatment of the extracts and works/texts is mostly balanced. The development of ideas is mostly logical; ideas are generally connected in a cohesive manner.	The language is clear; errors do not hinder communication. Vocabulary and syntax are appropriate to the task but simple and repetitive. Elements of style (for example, register, tone and rhetorical devices) are appropriate to the task and neither enhance nor detract from the oral.
7 - 8	There is good knowledge and understanding of the extracts and the works/texts and a sustained interpretation of their implications in relation to the global issue. References to the extracts and to the works/texts are relevant and support the candidate's ideas.	Analysis and evaluation of the extracts and their works/texts are relevant and at times insightful. There is a good understanding of how authorial choices are used to present the global issue.	The oral maintains a mostly clear and sustained focus on the task; treatment of the extracts and works/texts is balanced. The development of ideas is logical; ideas are cohesively connected in an effective manner.	The language is clear and accurate; occasional errors do not hinder communication. Vocabulary and syntax are appropriate and varied. Elements of style (for example, register, tone and rhetorical devices) are appropriate to the task and somewhat enhance the oral.
9 - 10	There is excellent knowledge and understanding of the extracts and the works/texts and a persuasive interpretation of their implications in relation to the global issue. References to the extracts and to the works/texts are well chosen and effectively support the ideas.	Analysis and evaluation of the extracts and their works/texts are relevant and insightful. There is a thorough and nuanced understanding of how authorial choices are used to present the global issue.	The oral maintains a clear and sustained focus on the task; treatment of the extracts and works/texts is well balanced. The development of ideas is logical and convincing; ideas are connected in a cogent manner.	The language is clear, accurate and varied; occasional errors do not hinder communication. Vocabulary and syntax are varied and create effect. Elements of style (for example, register, tone and rhetorical devices) are appropriate to the task and enhance the oral.