

# Internal assessment

## Purpose of internal assessment

Internal assessment is an integral part of the course and is compulsory for both standard level (SL) and higher level (HL) students. It enables students to demonstrate the application of their skills and knowledge in a different setting and to pursue their personal interests without the constraints that are associated with written examinations.

The internal assessment consists of a task in the form of an individual oral. Both SL and HL students are required to deliver an individual oral in response to a prompt, using two extracts from two different works, one of which must be written originally in the language studied and the other of which must be a work studied in translation, to focus their analysis of how perspectives on a global issue are presented in them.

The internal assessment should, as far as possible, be woven into normal classroom teaching and, to this end, will depend upon the students reflecting their study, analysis and exploration of how global issues are presented in their learner portfolios.

## Guidance and authenticity

The individual oral submitted for internal assessment must be the student's own work. However, it is not the intention that students should decide upon a topic and be left to work on the internal assessment component without any further support from the teacher. The teacher should play an important role during both the planning stage and the period when the student is working on the internally assessed work. It is the responsibility of the teacher to ensure that students are familiar with:

- the requirements of the individual oral
- the standards for academic honesty
- the assessment criteria.

Teachers and students must discuss the internally assessed work. Students should be encouraged to initiate discussions with the teacher to obtain advice and information, and students must not be penalized for seeking guidance. As part of the learning process, teachers should give advice to students on how to best prepare for the individual oral. This should include guidance on the choice of two works the student will focus on to address the global issue of their choice, and on the suitability of the chosen global issue to the two works. It could also include practice of the individual oral with works and global issues different from those the students will use for their internal assessment. The teacher should provide feedback on areas of the student's work that could be improved so as to better fulfill the assessment criteria on the basis of such practices. As the process of preparation for the oral is drawing to a close, teachers may provide feedback on the outlines the students have created but may not rehearse the actual oral with the students.

It is the responsibility of teachers to ensure that all students understand the basic meaning and significance of concepts that relate to academic honesty, especially authenticity and intellectual property. Teachers must ensure that all student work for assessment is prepared according to the requirements and must explain clearly to students that the internally assessed work must be entirely their own.

All work submitted to the IB for moderation or assessment must be authenticated by a teacher, and must not include any known instances of suspected or confirmed academic misconduct. Each student must confirm that the work is his or her authentic work. Once the oral has been completed at the time designated by the school, it cannot be redone, and once the oral has been submitted, it cannot be retracted. The requirement to confirm the authenticity of work applies to the work of all students, not just the sample work that will be submitted to the IB for the purpose of moderation. For further details, refer to

the IB publications *Academic honesty in the IB educational context*, *The Diploma Programme: From principles into practice* and the relevant articles in *General regulations: Diploma Programme*.

Authenticity may be checked by discussion with the student on the content of the work, and scrutiny of one or more of the following.

- The student's initial proposal
- The usual quality of the student's work

The same material cannot be submitted to meet the requirements of both the internal assessment and the extended essay. The works used in the internal assessment must be different from those used in other assessment components.

## Time allocation

Internal assessment contributes 30% to the final assessment of the SL course and 20% to the final assessment of the HL course. This weighting should be reflected in the time that is allocated to teaching the knowledge, skills and understanding required to undertake the assessment, as well as the time needed to conduct the oral.

Conducting the individual oral will require time:

- for the teacher to explain the requirements of the internal assessment
- to review the academic honesty documents
- for students to work on the internal assessment component and ask questions
- for consultation between the teacher and each student
- to review and monitor progress, and to check authenticity
- to conduct the orals and submit all documentation.

## Requirements and recommendations

The individual oral must be conducted in the language A studied. The procedures and characteristics of the individual oral can, and should, be practised during the course, as should the development of verbal interaction between student and teacher. Students should be discouraged, however, from committing their individual orals to memory. Memorization tends to distance the speaker from the listener, thus making it unlikely that the oral will be effective or convincing.

Each student's individual oral must be audio recorded and the files must be of high quality. Each recording is to be retained according to the procedures set out in the *Diploma Programme Assessment procedures*. Samples of the internal assessment selected for moderation must be submitted in the form of an audio file.

## Using assessment criteria for internal assessment

For internal assessment, a number of assessment criteria have been identified. Each assessment criterion has level descriptors describing specific achievement levels, together with an appropriate range of marks. The level descriptors concentrate on positive achievement, although for the lower levels failure to reach certain minimum requirements may be included in the description.

Teachers must judge the internally assessed work at SL and at HL against the criteria using the level descriptors.

- The same assessment criteria are provided for SL and HL.
- The aim is to find, for each criterion, the descriptor that conveys most accurately the level attained by the student, using the best-fit model. A best-fit approach means that compensation should be made when a piece of work matches different aspects of a criterion at different levels. The mark awarded should be one that most fairly reflects the balance of achievement against the criterion. It is not necessary for every single aspect of a level descriptor to be met for that mark to be awarded.

- When assessing a student's work, teachers should read the level descriptors for each criterion until they reach a descriptor that most appropriately describes the level of the work being assessed. If a piece of work seems to fall between two descriptors, both descriptors should be read again and the one that more appropriately describes the student's work should be chosen.
- Where there are two marks available within a level, teachers should award the upper marks if the student's work demonstrates the qualities described to a great extent and the work is close to matching the descriptors in the level above. Teachers should award the lower marks if the student's work demonstrates the qualities described to a lesser extent and the work is closer to matching the descriptors in the level below.
- Only whole numbers should be recorded; partial marks, (fractions and decimals) are not acceptable.
- Teachers should not think in terms of a pass or fail boundary, but should concentrate on identifying the descriptor that best matches the student's work for each assessment criterion.
- The highest level descriptors do not imply a faultless performance; they should be achievable by a language A: literature student. Teachers should not hesitate to use the extremes of the mark range if they are appropriate descriptions of the work being assessed.
- A student who is awarded a mark in a high level in relation to one criterion will not necessarily reach high levels in relation to the other criteria. Similarly, a student who is awarded a mark in a low level for one criterion will also not necessarily be placed in low levels for the other criteria. Teachers should not assume that the overall assessment of the students will produce any particular distribution of marks.
- Teachers are expected to make the assessment criteria available to students and ensure that they understand them.

## Internal assessment details—SL/HL

### Individual oral

**Duration: 15 minutes. (10 minutes: student delivery of the oral; 5 minutes: teacher questions)**

**Weighting: 30% for SL, 20% for HL**

#### The nature of the task

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 two of the works that you have studied.

#### Explanation of the task

The individual oral is based on the exploration the student has carried out in the learner portfolio. During this exploration process, the student will have investigated a series of works and a variety of global issues. In the lead-up to the individual oral, the student needs to make a decision about which global issue and which works will be explored in the task. Two works must be selected: one of them must be a text written originally in the language A studied and the other one must be a work in translation. An extract of no more than 40 lines should be selected from each work, which is representative of the presence of the global issue in it. In forms where the number of lines may not be applicable, teachers should be guided by the volume of text that can be discussed in sufficient depth in the time available.

#### Selection of works and extracts

The works selected must have a clear connection with the global issue. The individual oral should be a well-supported argument about the ways in which the works represent and explore the global issue. Students must select two extracts, one from each work, that clearly show significant moments when this global issue is being focused on. Normally, these extracts should not exceed 40 lines or present an unmanageable amount of material to be analysed. As the student brings unannotated copies of these extracts to the individual oral as supportive detail, extracts that are too lengthy may hinder the student's ability to

effectively expand the discussion to the work as a whole. An extract may, of course, be a complete text in itself (a whole poem, for example).

When the extract is taken from a literary text which is part of a larger work studied (for example, a short story), or when it is a complete text which is part of a work studied (for example, a poem), students should discuss relevant aspects of the broader work as a whole in their individual oral.

The extracts are meant to help students focus their responses, remove the need to learn quotations and enable them to explore more precise issues, such as style, specific devices and other distinct techniques used by authors to present the global issue. The choice of extracts should show the student's understanding of the relevance of the extracts to the whole works and enable coverage of both larger and smaller choices made by the writers to shape their perspectives on the global issue.

### **Determining the global issue**

A global issue incorporates the following three properties.

- It has significance on a wide/large scale.
- It is transnational.
- Its impact is felt in everyday local contexts.

Students may look to one or more of the following fields of inquiry for guidance on how to decide on a global issue to focus their orals on. These topics are not exhaustive and are intended as helpful starting points for students to generate ideas and derive a more specific global issue on which to base their individual oral. It should also be noted that there is the potential for significant overlap between the areas.

#### **Culture, identity and community**

Students might focus on the way in which works explore aspects of family, class, race, ethnicity, nationality, religion, gender and sexuality, and the way these impact on individuals and societies. They might also focus on issues concerning migration, colonialism and nationalism.

#### **Beliefs, values and education**

Students might focus on the way in which works explore the beliefs and values nurtured in particular societies and the ways they shape individuals, communities and educational systems. They might also explore the tensions that arise when there are conflicts of beliefs and values, and ethics.

#### **Politics, power and justice**

Students might focus on the ways in which works explore aspects of rights and responsibilities, the workings and structures of governments and institutions. They might also 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.

#### **Art, creativity and the imagination**

Students might focus on the ways in which works explore aspects of aesthetic inspiration, creation, craft, and beauty. They might also focus on the shaping and challenging of perceptions through art, and the function, value and effects of art in society.

#### **Science, technology and the environment**

Students might focus on the ways in which works explore the relationship between humans and the environment and the implications of technology and media for society. They might also consider the idea of scientific development and progress.

In selecting the global issue for their oral, students must be careful not simply to select from the fields of inquiry above (which are too broad), but to determine a specific issue for discussion that can be reasonably explored in a 10-minute oral. The global issue chosen for consideration should be significant on a wide scale, be transnational in nature, and be an issue that has an impact felt in everyday local contexts. The issue should be clearly evidenced in the extracts/works chosen.

For example, within the field of "Culture, identity and community", the theme of gender in itself might be unsuitably broad for an individual oral. A student interested in this theme might explore instead how gender bias manifests itself in different contexts, how this can be evidenced in many ways in works of many

sorts, and how different authorial choices will determine what is meant by “gender bias” and whether or not bias should be viewed positively or negatively, allowing the students to evaluate the writer’s choices and the impact they might have on the different readers’/viewers’ understanding.

The oral itself will only be concerned with the aspects of the global issue relevant to the two works chosen. The student should ensure the oral offers a balanced approach, giving approximately equal attention to both works. Thus, it is important that the student selects extracts/works that offer equally sufficient material for the discussion.

### **The learner portfolio and the individual oral**

The learner portfolio is **not** specifically assessed but it is an important place for students to explore and reflect upon their works in relation to global issues.

In relation to the preparation of the individual oral, the learner portfolio provides an opportunity for students to:

- keep an ongoing record of the different global issues that could be related to each of the works they read
- explore links that could be established between different works on the basis of common global issues they address
- explore how key passages in the works they have studied represent different or similar perspectives on one global issue through both form and content
- trace the evolution of their thinking and planning in connection with the global issue and how its cultural value, its definition and application to the works they read have changed through their inquiry
- reflect on the challenges that the internal assessment poses for them as individual learners.

### **Conduct of the individual oral**

Students have the flexibility to use any of the works from their course of study up until the time of the assessment. It should be remembered that texts chosen for the individual oral cannot then be used for any other assessment component. Students should select their own oral topics. Teachers should monitor and guide students in their selection of viable global issues, relevant works/texts and effective choice of extracts, but they should not suggest topics to students nor tell them what to do. Although teachers play a critical role in helping students prepare, this must be a student inspired and created oral.

The oral may be conducted at any time after a significant number of the works have been studied in the course (for example, seven of the thirteen works at HL and five of the nine works at SL). All of the works used for the oral need to be featured as part of the teaching of the course. It is recommended that the oral takes place either in the last part of the first year of the course or the first part of the second year of the course.

The place and time of the oral is chosen by the teacher. Teachers may, if they wish, conduct all the orals on one day or over several days. Students must be given adequate notice of when the oral will take place.

Schools will be provided with a form for students to create an outline of their oral. Students should prepare the outline in advance and this will provide a springboard for their oral. Students may not read the outline as a prepared script. The form will allow students to note a maximum of 10 bullet points to help provide structure to their oral. Individual bullet points must not be excessively long. Schools will be required to keep all copies of the outline form on file until after the issue of results. In order to determine authenticity of student performance, schools may be required to submit these forms to IB.

Copies of the extracts chosen by the student must be provided to the teacher for approval at least one week before the individual oral assessment takes place. Teachers will then have their own copies of the extracts during the assessment and these may help the teacher frame suitable questions for the student.

The extracts must be clean, unmarked copies; the student may only take the extracts and the outline into the room where the individual oral assessment will take place.

The individual oral takes place between the student and teacher. The teacher asks questions to probe further into the student’s knowledge and understanding of the extracts/texts and their analysis of the choices made by the authors in relation to the global issue chosen. In the case of less confident students,

teachers must encourage them to give them the opportunity to expand on unsubstantiated or inadequate statements.

The individual oral lasts 10 minutes, followed by 5 minutes of questions by the teacher.

The individual oral is internally assessed and externally moderated by the IB. Audio recordings of the oral, together with the relevant extracts, are required for the purpose of moderation. To this end, all materials and recordings must be clearly and accurately assembled and kept. Care must also be taken to provide a suitably quiet environment for the recordings.

## Internal assessment criteria

**There are four assessment criteria.**

|              |   |                 |
|--------------|---|-----------------|
| Criterion A  | Knowledge, understanding and interpretation | 10 marks        |
| Criterion B  | Analysis and evaluation                     | 10 marks        |
| Criterion C  | Focus and organization                      | 10 marks        |
| Criterion D  | Language                                    | 10 marks        |
| <b>Total</b> |   | <b>40 marks</b> |

### Criterion A: Knowledge, understanding and interpretation

- How well does the candidate demonstrate knowledge and 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 the extracts, and to the works/texts?

| Marks | Level descriptor   |
|-------|--|
| 0     | 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.<br>References to the extracts and to the works/texts are infrequent or are rarely appropriate.  |
| 3–4   | There is some knowledge and understanding of the extracts and the works/texts in relation to the global issue.<br>References to the extracts and to the works/texts are at times appropriate.  |
| 5–6   | There is satisfactory knowledge and understanding of the extracts and the works/texts and an interpretation of their implications in relation to the global issue.<br>References to the extracts and to the works/texts are generally relevant and mostly support the candidate's ideas.         |
| 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.<br>References to the extracts and to the works/texts are relevant and support the candidate's ideas.                         |
| 9–10  | There is excellent knowledge and understanding of the extracts and of the works/texts and a persuasive interpretation of their implications in relation to the global issue.<br>References to the extracts and to the works/texts are well chosen and effectively support the candidate's ideas. |

## Criterion B: Analysis and evaluation

- How well does the candidate use his or her knowledge and understanding of each of the extracts and their associated works/texts to analyse and evaluate the ways in which authorial choices present the global issue?

| Marks | Level descriptor   |
|-------|--|
| 0     | The work does not reach a standard described by the descriptors below.   |
| 1–2   | The oral is descriptive or contains no relevant analysis.<br>Authorial choices are seldom identified and, if so, are poorly understood in relation to the presentation of the global issue.                                    |
| 3–4   | The oral contains some relevant analysis, but it is reliant on description.<br>Authorial choices are identified, but are vaguely treated and/or only partially understood in relation to the presentation of the global issue. |
| 5–6   | The oral is analytical in nature, and evaluation of the extracts and their works/texts is mostly relevant.<br>Authorial choices are identified and reasonably understood in relation to the presentation of the global issue.  |
| 7–8   | Analysis and evaluation of the extracts and their works/texts are relevant and at times insightful.<br>There is a good understanding of how authorial choices are used to present the global issue.                            |
| 9–10  | Analysis and evaluation of the extracts and their works/texts are relevant and insightful.<br>There is a thorough and nuanced understanding of how authorial choices are used to present the global issue.                     |

## Criterion C: Focus and organization

- How well does the candidate deliver a structured, well-balanced and focused oral?
- How well does the candidate connect ideas in a cohesive manner?

| Marks | Level descriptor  |
|-------|---|
| 0     | The work does not reach a standard described by the descriptors below.  |
| 1–2   | The oral rarely focuses on the task. There are few connections between ideas.   |
| 3–4   | The oral only sometimes focuses on the task, and treatment of the extracts, and of the works/texts may be unbalanced.<br>There are some connections between ideas, but these are not always coherent.                         |
| 5–6   | The oral maintains a focus on the task, despite some lapses; treatment of the extracts and works/texts is mostly balanced.<br>The development of ideas is mostly logical; ideas are generally connected in a cohesive manner. |
| 7–8   | The oral maintains a mostly clear and sustained focus on the task; treatment of the extracts and works/texts is balanced.<br>The development of ideas is logical; ideas are cohesively connected in an effective manner.      |
| 9–10  | The oral maintains a clear and sustained focus on the task; treatment of the extracts and works/texts is well balanced.<br>The development of ideas is logical and convincing; ideas are connected in a cogent manner.        |

## Criterion D: Language

- How clear, accurate and effective is the language?

| Marks | Level descriptor   |
|-------|--|
| 0     | The work does not reach a standard described by the descriptors below.   |
| 1–2   | The language is rarely clear or accurate; errors often hinder communication. Vocabulary and syntax are imprecise and frequently inaccurate.<br>Elements of style (for example, register, tone and rhetorical devices) are inappropriate to the task and detract from the oral.               |
| 3–4   | The language is generally clear; errors sometimes hinder communication. Vocabulary and syntax are often imprecise with inaccuracies.<br>Elements of style (for example, register, tone and rhetorical devices) are often inappropriate to the task and detract from the oral.                |
| 5–6   | The language is clear; errors do not hinder communication. Vocabulary and syntax are appropriate to the task but simple and repetitive.<br>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   | The language is clear and accurate; occasional errors do not hinder communication. Vocabulary and syntax are appropriate and varied.<br>Elements of style (for example, register, tone and rhetorical devices) are appropriate to the task and somewhat enhance the oral.                    |
| 9–10  | The language is clear, accurate and varied; occasional errors do not hinder communication. Vocabulary and syntax are varied and create effect.<br>Elements of style (for example, register, tone and rhetorical devices) are appropriate to the task and enhance the oral.                   |