**THE SELF-TAUGHT INDIVIDUAL ORAL PRESENTATION (Part 4 texts)**

*The oral assessments will be in APRIL of your GRADE 12 YEAR (but you will prepare for them during Grade 11)*

**General Description:**

**For the Individual oral presentation students are required to demonstrate knowledge and understanding of at least one part 4 work through a self-chosen task in consultation with the tutor. Students are required to adapt their language to the task and audience. The presentation is based on works studied in part 4 (Literary Options – Study of Work other than Fiction). It is externally assessed through the part 2 internal assessment task.**

**Specifics:**

**Weighting: 15% of final IB grade**

**Duration: 10 min**
**Essentials**:
You must study **all three works** selected for part 4.

You will deliver an individual oral presentation based on **two of the works** using brief working notes only.
For the presentation, you will be expected to:

* demonstrate knowledge and understanding of the works
* deliver the presentation in an effective and engaging way, using language and register appropriate for the activity.

**Step-by-Step Guide**

**Step 1**
Study the works selected for part 4, producing written work/responses as guided by your tutor.

**Step 2**
Select a topic for your individual presentation, based on **two of the works**. You must choose your topic independently. Topics should reflect your personal interests. If there are more than one of you studying the same language, each student must choose a separate and different presentation topic.

Suitable topics include:

* the cultural setting of the works and related issues
* thematic focus
* characterization
* techniques and style
* the author’s attitude to particular elements of the works such as characters and subject matter
* the interpretations of particular elements from different perspectives.

**Step 3**
Plan the presentation, and prepare brief working notes to be taken into the assessment room. This process must be done independently, but with the guidance of your tutor or coordinator.

As the final presentation is focused on two part 4 works, you may wish to take a comparative approach. However, this is not a requirement.

In order to succeed in criterion B, you must plan your presentation as if it will be delivered to an audience, even though no audience will be physically present. You must remember that the examiner is in fact your audience, and you should plan accordingly. When awarding marks for criterion B, the examiner will take into account the fact that you are not able to engage your audience directly using eye contact and gesture. You can interest the audience (in this case, the examiner) through the use of **rhetorical devices**both verbal and structural, such as those used in speeches.

You may, if you wish, use **visual aids** to support your presentation. If you do so, copies of the visual aids used must be included with the notes sent to the examiner, and you must arrange and present the visual aids to allow the examiner to make use of them while listening to your presentation.

You will **not** be penalized if you choose **not** to include visual aids, as you can demonstrate consideration of your intended audience (the examiner) in non-visual ways.

**ON THE DAY OF THE ALTERNATIVE ORAL ASSESSMENT**

You will give your Individual Oral Presentation immediately after the Individual Oral Commentary.  The oral presentation follows the oral commentary and **the recording is not stopped or paused** between the two tasks. The invigilator or student will verbally indicate the transition from the commentary to the presentation.

**Notes used during the Assessment**
While you may take your notes and texts into the preparation room, your Individual Oral Presentation notes must be brief and in point form, totaling no more than **one side of A4 paper**. Your notes must **not** be the full text of the presentation, because reading from a transcript will be considered malpractice. (Use cue-cards.)

**Timing of the Assessment**
Your presentation should not exceed 10 minutes.  If you accidentally exceed the limit, your invigilator will stop you. Examiners are not obliged to continue listening after the specified time has elapsed, and they are instructed not to give credit for any new insights or points made after this time.

**Ending the Assessment**
At the end of the assessment, you will:

* Sign the candidate declaration.
* Give the passage/poem and notes/visual aids used during the recording of both assessment tasks to the invigilator.

**NOTE:** It is important that the alternative oral assessment is treated as a formal examination. You will have only **one** attempt to deliver your individual oral commentary and presentation. Once the assessment recording commences, you will **not** be stopped and will **not** be permitted to re-do any part of the assessment.  In the case of any unexpected event, your examiner will contact the IB, file a report and ask for advice.

**Some Suggested Activities:**

The following list is an example of the wide range of activities that are acceptable for the individual oral presentation. This list is neither exhaustive nor prescriptive. Students should select the activity most appropriate to the topic chosen.

* An explanation of a particular aspect of the authors’ works
* The examination of a particular interpretation of works
* The context of a particular writer’s work and its influence on the text; for example: details on social background or political views
* A commentary on the use of a particular image, idea or symbol in one text or in a writer’s work
* A comparison of two passages, two characters or two works
* The presentation of two opposing readings of a work/ a response or rebuttal to criticism of the work
* Links between the works and modern-day society/life/relationships

**Tips:**

* Select a topic that is tightly focused. For example not just “Race and Gender” in the novels studied but “How racial hierarchy is set up in the novels and the way it impacts on gender.” Rather than “Power Relations” you could say “The way different characters’ power is presented through the use of language.”
* Select the most appropriate extracts to relate to your topic of discussion. The extracts you choose should be most appropriate to highlight the points you want to make. Make sure that you focus on every literary technique contained and explain their effect.
* Make sure that you fulfill the criteria listed on the Assessment sheet. Look at what marks are awarded for and make sure that you fulfill all of the criteria.
* Rehearse your presentation again and again and time it. You should sound confident, face the audience; make sure to make eye contact throughout the presentation. Notes should only be lightly referred to and not read the whole way through. DO NOT write out your presentation as if an essay, or you will be trying to remember what you wrote and that is not an oral. You should sound interested in your own speech- vary your tone and gestures. Avoid being too technological, though simple visual aids and props can be helpful. PowerPoint presentations should be there to refer to and not to rely on. You must fulfill time requirements or you will be penalized.

*Prepare this oral in grade 11 after reading the Part 4 texts so that you don’t have to worry about creating it in your grade 12 year – things will get busy, and you’ll be glad you did! You’ll then only need to practice it and go over your notes a couple of times in grade 12 prior to the presentation. You should also present the presentation to your tutor at least once for feedback.*