***IB Language A Literature: Individual Oral Presentation***

**Weighting:** 15% of your final IB mark in literature

**Duration:** 10–15 minutes

**Class grade:** 50% of semester exam grade

The individual oral presentation is based on a work or works studied in part 4 (*The Awakening,* Magical Realist short stories, and *Macbeth*) of the syllabus. Each student chooses a topic for this exercise in consultation with the teacher.

**The Objectives:**

* To engage in independent literary criticism in a manner which reveals a personal response to literature
* To express ideas with clarity, coherence, conciseness, precision, and fluency
* To demonstrate a command of the language appropriate for the study of literature
* To demonstrate a thorough knowledge of the works studied and/or the relationships between those works
* To employ a wide-ranging appreciation of structure, technique, and style as employed by authors, and of their effects on the reader
* To effectively structure ideas and arguments in a logical and persuasive way, and to persuade them with precise and relevant examples

**Choice of topic**

Students should choose topics that reflect their personal interests. Topics may be based on any aspect(s) of the work(s) studied, including:

* the cultural setting of the work(s) and related issues
* thematic focus
* characterization
* techniques and style
* the author’s attitude to particular elements of the works (for example, character(s), subject matter)
* the interpretation of particular elements from different perspectives.

**Focus of the individual oral presentation**

The focus of each oral presentation will depend on the nature and scope of the topic chosen. Whatever the

topic and type of presentation chosen, students will be expected to show:

* knowledge and understanding of the works
* thorough appreciation of the aspect discussed
* good use of strategies to engage an audience
* delivery of the presentation in a manner that is appropriate to the task.

**Structure of the individual oral presentation**

The structure of each oral presentation depends largely on the type of activity selected for the topic.

It is the responsibility of the student to select the type of presentation that most effectively enables the

objectives of the topic to be realized. Whatever the activity chosen, all presentations must have a coherent

structure.

**The Follow-up:**

Each IOP will be followed by a discussion with the candidate. The rest of the class will be involved in the discussion. The purpose of this is to ensure that students have justified their selection of the material used in the presentation, the activity chosen to convey the topic, and linguistic register for the presentation. All students will be graded on their participation in the post-presentation discussions.

**Preparation for the individual oral presentation**

It is expected that students will prepare for their presentation **outside** class hours. When students have

chosen the topic for their presentation it will be their responsibility to:

1. Select appropriate material for the presentation
2. Organize the material into a coherent structure
3. Choose a means of presentation and delivery that is suited to the activity and topic
4. Complete IOP proposal form
5. Conference with Ms. B.
6. Prepare a detailed outline including a script, rationalization, and/or analytical statement
7. Practice, practice, practice
8. Film practice IOP with follow-up partner commentary
9. Perform in December
10. Class discussion in response

**Suggested activities**

The following list applies to all the options studied in part 4 of the course and contains examples of the wide

range of activities that are acceptable for the individual oral presentation. This list is neither exhaustive nor

prescriptive. The examples are only suggestions and may be added to by teachers, or by students with the

approval of teachers. Students should select the activity most appropriate to the topic chosen.

The individual presentation may be done in a pair or as part of a small group of students. In that case, each

student must give an individual presentation 10–15 minutes in length that can be individually assessed by

the teacher.

* A critique of the student’s own writing that has been produced in the style of one of the literary genres

studied

* An explanation of a particular aspect of an author’s work
* The examination of a particular interpretation of a work
* The setting of a particular writer’s work against another body of material, 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 performance or a pastiche of a poem being studied—this activity should be followed by some

explanation and discussion of what the student attempted to do

* A comparison of two passages, two characters or two works
* A commentary on a passage from a work studied in class, which has been prepared at home
* An account of the student’s developing response to a work
* The presentation of two opposing readings of a work
* A monologue or dialogue by a character at an important point in the work
* Reminiscences by a character from a point in later life
* An author’s reaction to a particular interpretation of elements of his or her work in a given context

(for example, a critical defense of the work against a charge of subversion, or immorality, before a

censorship board)

Please note that students who choose creative presentations must provide a rationale for what they have

done.

**Conduct of the presentation and subsequent discussion**

Teachers must allow students to do their presentation without any interruption or assistance.

When the presentation is completed teachers may engage in a discussion with students in order to probe

further into their knowledge and understanding of the work(s) or topic. Teachers should be satisfied that

students have justified their selection of:

* The material used in the presentation
* The activity chosen to convey the topic
* The suitability of the style of presentation.

The whole class may participate in the subsequent discussion. The student is, however, only assessed on the

presentation (which includes the rationale where appropriate).

**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 demonstrate your points of view.** 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. Include syntax and diction as well as the more obvious literary techniques used in prose.
* **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, maker 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 tone and gesture. 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 for questions.** You will be asked questions at the end of your presentation, so make sure that you come up with a list of possible questions you might be asked and think about the answers. Make sure you understand how the extract fits into your understanding of the rest of the novel.

**A Few More Tips:**

* Choose a topic that you are interested in.
* Discuss your ideas with your teacher.
* Prepare carefully and thoroughly.
* Make sure that your presentation focuses on aspects on which you will be assessed (that means READ THE RUBRIC!).
* PowerPoint is **not** an acceptable delivery method for this particular type of assessment. Only use PPT as a visual aid that will *enhance* your presentation, not as a bulleted list of points to say.

**\*A Note on Guidance and Authenticity\***

The oral presentation must be the work of the student and it may not be written out in full and read. Authenticity may be checked by discussion with the student on the content of the work, and the scrutiny of the notes (if any) used by the student.

The requirement for teachers and students to sign the coversheet for internal assessment applies to the work of all students, not just the sample work that will be submitted to an examiner for the purpose of moderation. If the teacher and student sign a coversheet, but there is a comment to the effect that the work may not be authentic, the student will not be eligible for a mark in that component and no grade will be awarded.