



FURTHER ORAL ACTIVITY

GUIDANCE NOTES

TASK REQUIREMENTS:

The further oral activity is intended to 'address the relationship between language, meaning and context.' (IBO, 2011)

This activity must be linked to either Part One (Language and Context) or Part Two (Language and Mass Communication), making reference to a specific source text (or pair of texts). It is recommended that in your further oral activity you are comparing and contrasting two perspectives / interpretations of one text or comparing and contrasting two texts.

Following the completion of the activity you are required to complete a reflective statement on the oral, commenting on your performance and the progress you have made in achieving the aims you set yourself.

You are required to complete at least TWO further oral activities, one based on Part 1 (Language and context) and one based on Part 2 (Language and Mass Media) of the course.

The mark of ONE further oral activity is submitted for final assessment.

Length of time: 15-25 minutes

Group / individual work: This is the only time in the programme that you will be able to elect to complete an assessment using a group work approach. Each individual must contribute equally. Marks are awarded for individual effort and achievement.

Possible formats of further oral activities:

- Structured group discussion:
 - discussion arising from materials prepared by a small group of students
 - class discussions where two or three students have been given special responsibilities to present particular points of view or lead aspects of the discussion
 - Socratic Seminar
 - Formal debate
- Role play:
 - A scripted dialogue with a follow up discussion
 - A monologue
- Oral presentation:
 - A formal speech
 - A seminar comparing and contrasting two texts or two points of view
 - Leading analysis of a particular text
 - A commentary on the use of a particular image, idea or symbol in a text
 - A presentation using image as text

Am I marked on my script or on my actual oral presentation?

You are marked on what you *present* during your further oral activity. It is important that you take the time to think, plan and practice to ensure that you say all that you intend to in order to achieve of your best.

PROCESS

1. **Choose** a text (or pair of texts) upon which you will base your further oral activity. This *may* come from stimulus material in class. However, you are also encouraged to find independent texts linked to the course material. If you are using an independently selected text, you need to seek teacher approval that the text is appropriate.
2. **Identify** areas of contrast and comparison. **Develop** your topic through research. It is important that you are reading widely and exploring a range of sources in order to have a broad perspective.
3. **Select** a format that will most effectively serve your purpose and meet your goals. **Determine** whether you will work individually or as part of a group.
4. **Plan** your ideas carefully and **set goals** for yourself. Ensure that you **use examples**, where relevant and **relate** your further oral activity clearly and explicitly to the text(s) you have selected.
5. **Consult** with your teacher. I can offer guidance about your ideas, organisation, presentation format etc. This may help to clarify your thinking or offer reinforcement that you are on the right track.
6. **Draft** what you will say or an outline of what you will discuss version and seek teacher feedback.
7. **Respond** to teacher feedback and **edit** carefully. Remember to consult the assessment criteria, (the last page of this document).
8. **Practise** your further oral activity.
9. **Present** your further oral activity.
10. **Complete** the reflection – to what extent did you achieve the goals that you set for yourself?

PLANNING CHECKLIST

Goal setting: On a separate document, complete the following phrase and questions to clarify the intent of your further oral activity.

1. My goal is to [study / research / examine / analyze] _____ in order to [demonstrate / teach / expose / prove] _____ by [describe activity]
2. The source text(s) upon which my further oral activity will be based is...
3. I will be comparing and contrasting...
4. A brief description of the connection between my text and topic with the course:
5. The format I have selected for my further oral activity is appropriate to the content and ideas because...
6. This further oral activity is relevant to my audience because...
7. The research questions that I will need to explore in order to gain greater perspective are:
8. The elements of the assessment criteria that I will need to specifically focus on are....
9. I will know that my further oral activity has been successful because:
 - a. .
 - b. .
 - c. .
 - d. .
 - e. .

Further Oral Activity reflection form: Language & Literature

Submit to: **Examiner** Arrival date: Session:

School number:

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School name: _____

- *Type or write legibly using black ink and retain a copy of this form.*
- *Complete one copy of this form for each task.*
- *Complete this form in the target language.*
- *To complete this form, refer to the Further Oral Activity assessment details in the Language & Literature guide.*

Subject: English A: Language & Literature Level: HL

Candidate name: _____

Candidate Session Number:

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Area to which the task is linked. *(Please include the sub topic to which it is linked)*

Activity type: _____

In the table below, candidates must list the source of all support materials that relate to the presentation.

Title of Work/Text	Author	Text Type

TURN OVER

Further Oral Activity reflection

(reverse)

School name:

Aims for the task

In the space below, provide the following information:

- ÿ Comment on your performance and the progress you made in achieving the aims above.
- ÿ Include specific examples of your content, your structure and sequencing, and your language choices to support your reflection

HOW WILL THE FURTHER ORAL ACTIVITY BE ASSESSED?

Remember that this is an **internally assessed** piece of work that is **externally moderated**.

IB English Language and Literature HL Further Oral Activity Assessment Chart			
A: Knowledge and understanding of the text(s) and subject matter or extract	B: Understanding of how language is used	C: Organization	D: Language
<p>To what extent does the activity show knowledge and understanding of the text(s) and subject chosen for the oral activity? Has the student shown awareness and understanding of the meaning of the text(s) in relation to the subject?</p>	<p>To what extent does the activity show understanding of the way language is used to create meaning? Has the student shown an appreciation of how language and style is used to particular effect in the text?</p>	<p>How well organized is the commentary? How coherent is the structure?</p>	<p>How clear, varied and accurate is the language? How appropriate is the choice of register and style? ("Register" refers, in this context, to the student's use of elements such as vocabulary, tone, sentence structure and idiom appropriate to the further oral activity.)</p>
<p>0 The work does not reach a standard described by the descriptors below.</p> <p>1-2 The activity shows limited knowledge and little or no understanding of the text(s) and the subject chosen.</p> <p>3-4 The activity shows some knowledge and understanding of the text(s) and some awareness of the significance of the text(s) in relation to the subject chosen.</p> <p>5-6 The activity shows adequate knowledge and understanding of the text(s) and awareness of the significance of the text(s) in relation to the subject chosen.</p> <p>7-8 The activity shows good knowledge and understanding of the text(s) and good awareness of the significance of the text(s) in relation to the subject chosen.</p> <p>9-10 The activity shows excellent knowledge and understanding of the text(s) and excellent awareness of the significance of the text(s) in relation to the subject chosen.</p>	<p>0 The work does not reach a standard described by the descriptors below.</p> <p>1-2 The work shows a superficial understanding of the way language is used to create meaning; there is little appreciation of the use of language and style.</p> <p>3-4 The work shows some understanding of the way language is used to create meaning; there is some appreciation of the use of language and style.</p> <p>5-6 The work shows an adequate understanding of the way language is used to create meaning and adequate appreciation of the use of language and style.</p> <p>7-8 The work shows a good understanding of the way language is used to create meaning and good appreciation of the use of language and style.</p> <p>9-10 The work shows an excellent understanding of the way language is used to create meaning. The appreciation of the use of language and style is thorough and detailed.</p>	<p>0 The work does not reach a standard described by the descriptors below.</p> <p>1 Little organization is apparent; the oral activity has little structure.</p> <p>2 Some organization is apparent; the oral activity has some structure.</p> <p>3 The oral activity is organized; the structure is generally coherent.</p> <p>4 The oral activity is well organized; the structure is mostly coherent.</p> <p>5 The oral activity is effectively organized; the structure is coherent and effective.</p>	<p>0 The work does not reach a standard described by the descriptors below.</p> <p>1 The language is rarely clear and appropriate, with many errors in grammar and sentence construction and little sense of register and style</p> <p>2 The language is sometimes clear and appropriate; grammar and sentence construction are generally accurate, although errors and inconsistencies are apparent; register and style are to some extent appropriate to the oral activity.</p> <p>3 The language is mostly clear and appropriate, with an adequate degree of accuracy in grammar and sentence construction; the register and style are mostly appropriate to the oral activity.</p> <p>4 The language is clear and appropriate, with a good degree of accuracy in grammar and sentence construction; register and style are effective and appropriate to the oral activity.</p> <p>5 The language is very clear and entirely appropriate, with a high degree of accuracy in grammar and sentence construction; the register and style are consistently effective and appropriate to the oral activity.</p>