

IB ENGLISH LANGUAGE AND LITERATURE

A STUDENT
COURSE COMPANION

FIRST EXAMS: 2021

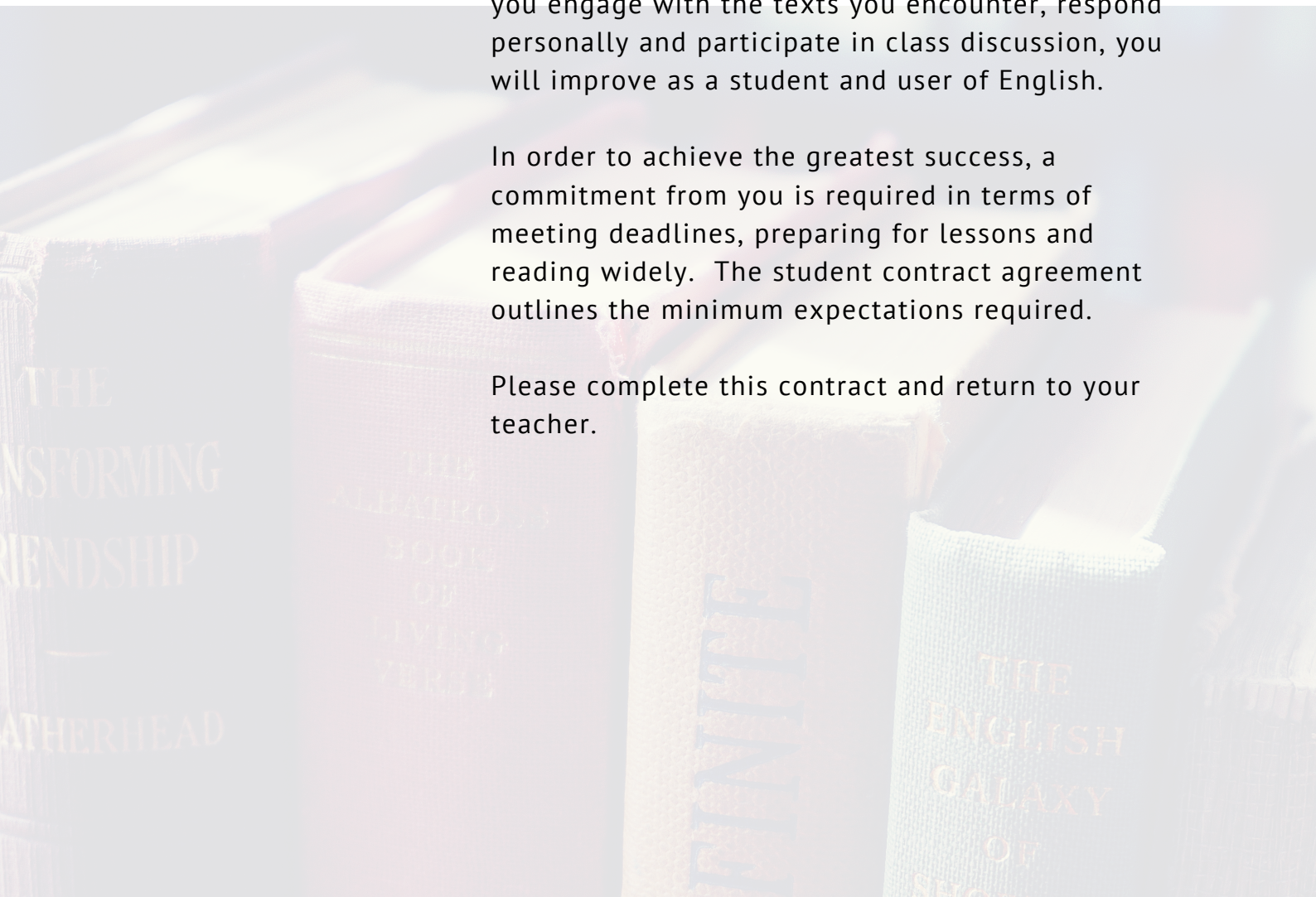
INTRODUCTION

This course companion aims to recognise and build on your work in English in MYP/other programmes. It provides information necessary for understanding the IB Diploma English Language and Literature course, its structure and assessments. The course companion also makes clear what you need to do to be successful in the subject.

The most important task for you as a student of the IB language and literature course is to read, read widely and think critically about what you read. If you engage with the texts you encounter, respond personally and participate in class discussion, you will improve as a student and user of English.

In order to achieve the greatest success, a commitment from you is required in terms of meeting deadlines, preparing for lessons and reading widely. The student contract agreement outlines the minimum expectations required.

Please complete this contract and return to your teacher.



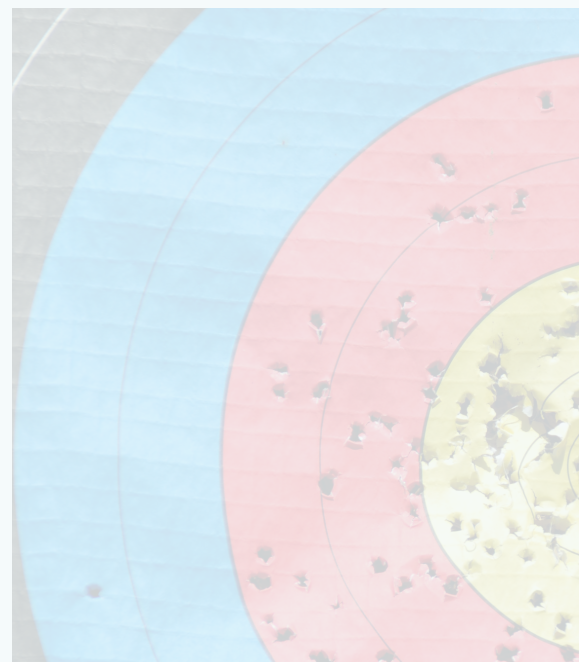
TARGET SETTING:

WHAT ARE THE CHALLENGES AHEAD?

“We do not learn from experience... we learn from reflecting on experience.”

The English Language and Literature course will build on skills you developed as a student. Think back on your work in previous grades and identify areas you found challenging. It may help your teacher to know what you need help with. The list below may be a good starting point:

1. Structuring essays
2. Introducing essays
3. Writing strong arguments
4. Concluding essays
5. Developing ideas
6. Oral assessments
7. Commenting on quotations/texts
8. Explaining effects of stylistic devices
9. Developing a personal response to texts
10. Writing for purpose and audience
11. Media analysis
13. Poetry analysis
14. Grammatical accuracy
15. Clarity and sophistication of language



STUDENT AGREEMENT

Read the following expectations carefully and sign below.

Complete all assignments set in a timely manner

Bring all necessary texts & equipment to lessons

Keep notes in a tidy and organised manner

Catch up on missed work using Moodle

Seek assistance when needed

Prepare thoroughly for key assessments

Maintain a well-organised & reflective learner portfolio

Work hard to excel

SIGNATURE

Sign here:



ASSESSMENT

A REMINDER

You will have fun with and be inspired by the ideas and texts you encounter in the English Language and Literature course. As a Diploma student assessment is unavoidable, however. Your communication skills, knowledge and understanding of the English language and its literature will be measured against the criteria you can find at the end of this guide.

The best advice we can give is to remember that the assessments have been designed to give you a chance to demonstrate what you have discovered and enjoyed. The assessments are about offering opportunities to explore ideas that interest you. They are not about repeating knowledge transmitted by your teacher.

Ultimately, the best writing and speaking in this course is bound to be fresh, personal and based on your discoveries about the English language and its literature. Read widely, think about your reading and engage in class discussion to test out your ideas before any assessment.

INDIVIDUAL ORAL

TALKING ABOUT TEXTS

30% SL

20% HL

15 MINUTES

This assessment occurs at the end of year one. The Individual Oral is an opportunity to evaluate one literary text and one non-literary text studied in terms of a relevant global issue. You will analyse and evaluate how their unique perspectives are constructed by means of the authors' choices. You will decide what texts to use and you will speak for ten minutes. A five minute discussion with your teacher will then follow.

You will choose one of the following Global Issues through which to evaluate your two texts:

Culture, identity and community

Students might focus on the way in which texts 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 texts 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.



GLOBAL ISSUES CONT'D

Politics, power and justice

Students might focus on the ways in which texts 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 texts 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 natural world

Students might focus on the ways in which texts 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.



ESSAY (HL ONLY)

The essay is undertaken by higher level students only and it is submitted at the start of the second year of the programme. 1200 to 1500 words long, the essay should explore a line of inquiry in connection with a studied text or work - literary or non-literary. Texts should be by the same author, however. The line of enquiry and the essay question will be decided in consultation with your teacher.

The essay should be formal, well-structured and should provide evidence of citation and referencing skills. We use MLA 8 for referencing in English Language and Literature.



PAPER 1

UNSEEN NON-LITERARY ANALYSIS

HL 35% (2 HOURS 15 MINUTES)

SL 35% (1 HOUR 15 MINUTES)

Paper 1 is the response to a previously unseen non-literary extract or extracts. You are required to show your knowledge and understanding of texts and text types and your ability to establish your own interpretation from the text and to come to conclusions about it/them.

Standard level students respond to one text; higher level students respond to two.

Likely text types are (not an exhaustive list):

Advertisement	Essay
Encyclopedia entry	Textbook
Appeal	Manifesto
Film/television	Speech
Biography	Article
Guide book	Diary
Photographs	Diagram
Blog	Screenplay
Infographic	Letter
Radio broadcast	Website
Brochure/leaflet	Interview
Report	Cartoon

PAPER 2

COMPARATIVE ANALYSIS OF TWO LITERARY TEXTS

HL 25% (1 HOURS 45 MINUTES)

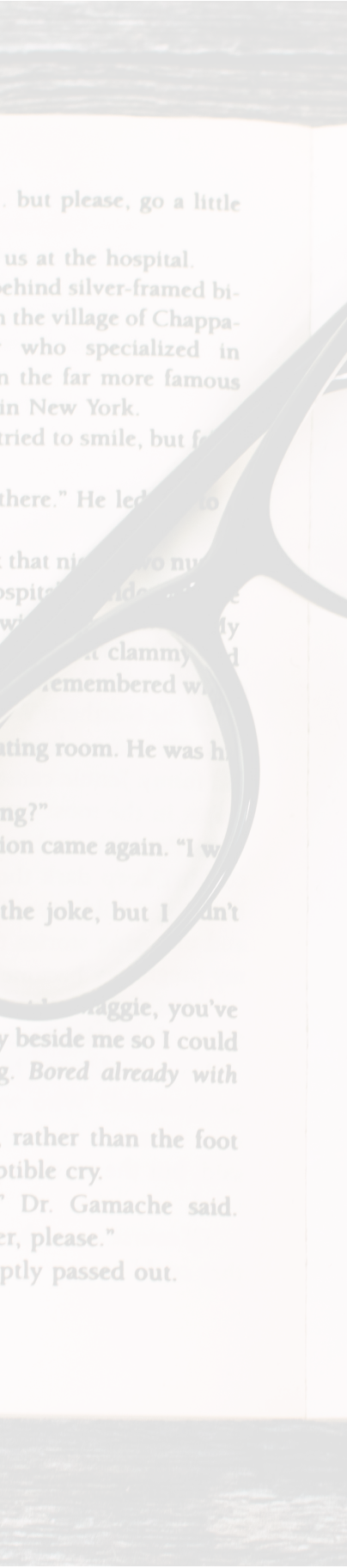
SL 35% (1 HOURS 45 MINUTES)

The paper comprises four general questions. In response to one question you will write a comparative essay based on two literary works studied in the course. You will choose which two literary texts to use in this assessment; it is likely that these two texts will come from study in year two of the course, however. You **must not** write on a text used in a previous assessment in this examination.

Attention should be paid to the relevance of the argument to the question chosen and to the appropriateness of the works selected by the student to address the question. You are expected to make detailed reference to the works in your answer.

Under no circumstances should you use for Paper 2 a work that has been already used for another assessment component, be it the Individual Oral or the HL essay.

Questions are the same for HL and SL.



AREAS OF EXPLORATION

The course is divided into three Areas of Exploration: the exploration of the nature of the interactions between readers, writers and texts; the exploration of how texts interact with time and space and the exploration of intertextuality and how texts connect with each other. Although these three areas seem to offer an ordered approach to progression through the course, they will overlap and you should seek to make connections between the three areas in your study.

1. READERS, WRITERS & TEXTS

Non-literary texts are chosen from a variety of sources and media to represent as wide a range of text types as possible, and works are chosen from a variety of literary forms. Their study focuses on the nature of language and communication and the nature of literature, and their study. This study includes the investigation of how texts themselves operate as well as the contexts and complexities of production and reception. Focus is on the development of personal and critical responses to the particulars of communication.

2. TIME AND SPACE

Non-literary texts and literary works are chosen from a variety of sources literary forms and media that reflect a range of historical and/or cultural perspectives. Their study focuses on the contexts of language use and the variety of ways literary and non-literary texts might both reflect and shape society at large. The focus is on the consideration of personal and cultural perspectives, the development of broader perspectives, and an awareness of relations between text and context. For example, we could focus on the tragic tradition in Western literature for this Area of Exploration.

3. INTERTEXTUALITY

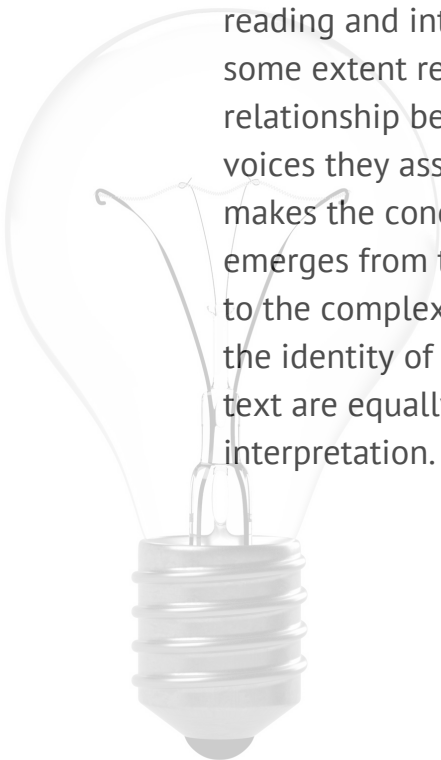
Non-literary texts and literary works are chosen from a variety of sources, literary forms and media in a way that provides you with an opportunity to extend your study and make interesting comparisons and connections between texts. Your study will focus on intertextual relationships and you will explore how writers borrow from other texts. The focus is on the development of critical response grounded in an understanding of the complex relationships between texts.

CONCEPTUAL UNDERSTANDING

Concepts help to organise and guide the study of texts across the three Areas of Exploration. The concepts interact with the three Areas of Exploration and contribute a sense of continuity in the transition from one area to the next. There are seven concepts that you will explore.

Identity

When reading texts, you will encounter and interact with a multiplicity of perspectives, voices and characters. It is usual when reading and interpreting a text to assume that the views are to some extent representative of the writer's identity. However, the relationship between an author and the different perspectives and voices they assume in the texts is frequently complex, and this makes the concept of identity an elusive one. The figure that emerges from the reading of various texts by the same author adds to the complexity of the discussion. Conversely, the ways in which the identity of a reader comes into play at the moment of reading a text are equally central to the analysis of the act of reading and interpretation.



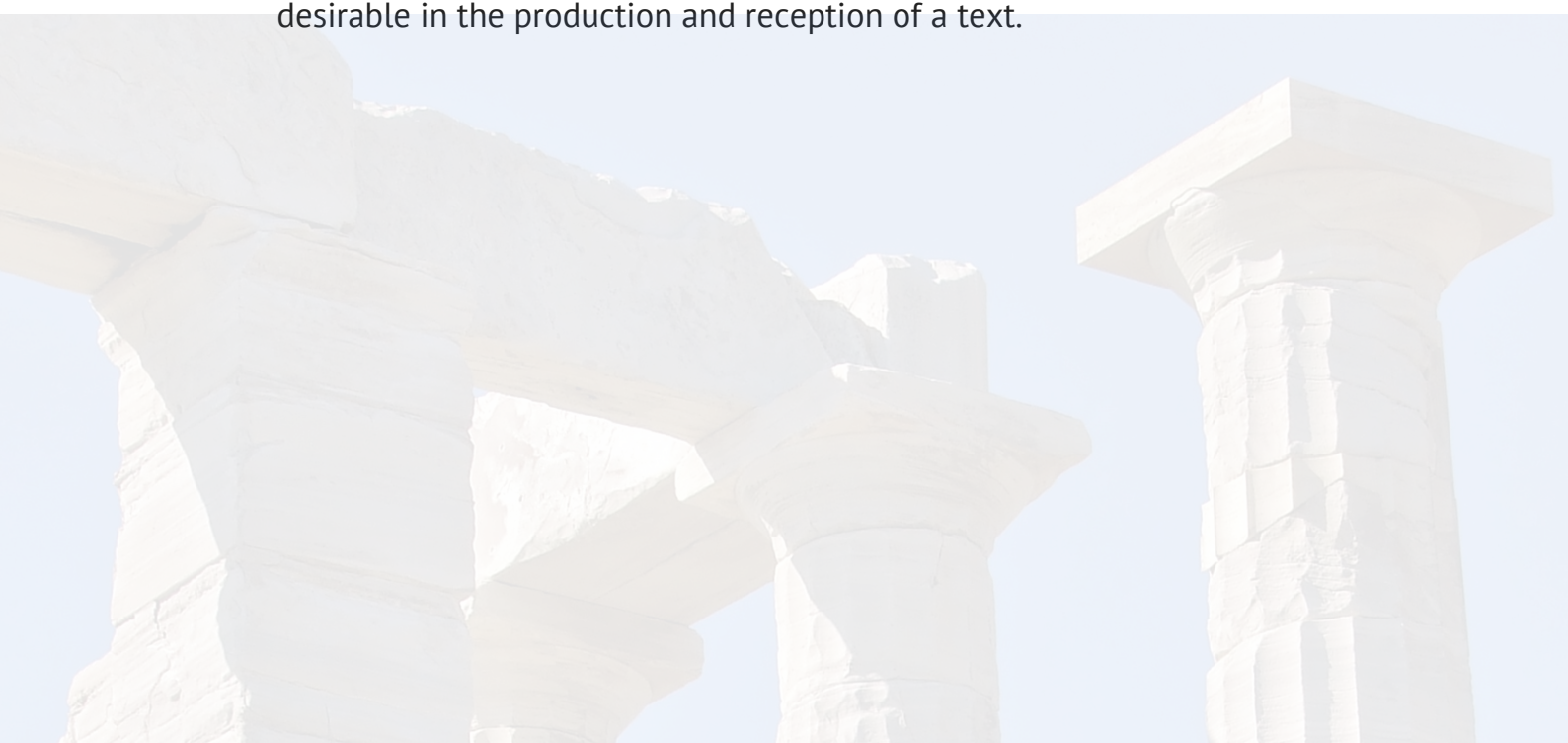
CONCEPTUAL UNDERSTANDING CONT'D

Culture

The concept of culture is central to the study of language and literature. It raises the question of how a text relates to the context of its production and reception, and to the respective values, beliefs and attitudes prevalent in them. This concept also plays an important role with regards to the relationship that is established between an individual text and the writing tradition that precedes it. In both senses, the application of this concept to the study of a text should prompt reflection on the extent to which it is the product of a particular cultural

Creativity

Creativity plays an important part in the experience of reading and writing. The concept is fundamental to analyse and understand the act of writing, and the role that imagination plays. When applied to the act of reading, creativity highlights the importance of the reader being able to engage in an imaginative interaction with a text which generates a range of potential meanings from it, above and beyond established interpretations. Creativity is also related to the notion of originality and to the question of the extent to which it is important or desirable in the production and reception of a text.



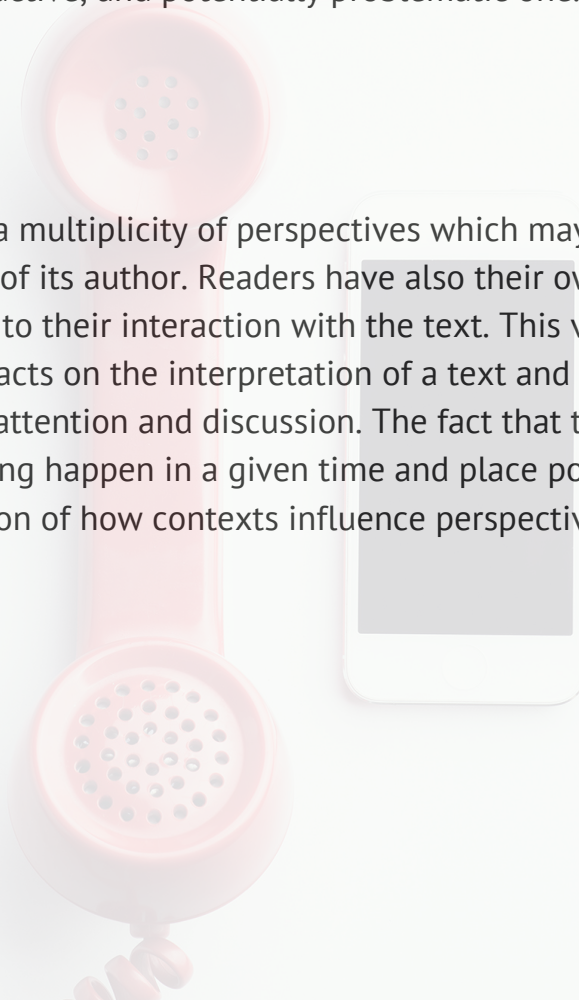
CONCEPTUAL UNDERSTANDING CONT'D

Communication

The concept of communication is concerned with the question of the relationship that is established between a writer and a reader by means of a text. The extent to which writers facilitate communication through their choices of style and structure may be an aspect to analyse in this exploration. The writer may also have a particular audience in mind which may mean assumptions have been made about the reader's knowledge or views which might make communication with some readers easier than with others. Alternatively, the amount of cooperation that a text demands from a reader for communication to take place, and the readiness of the reader to engage is also important as a topic for discussion. Even with cooperative readers, the meaning of a text is never univocal, which makes the concept of communication a particularly productive, and potentially problematic one.

Perspective

A text may offer a multiplicity of perspectives which may, or may not, reflect the views of its author. Readers have also their own perspectives which they bring to their interaction with the text. This variety of perspectives impacts on the interpretation of a text and therefore deserves critical attention and discussion. The fact that the acts of reading and writing happen in a given time and place poses the additional question of how contexts influence perspectives and vice versa



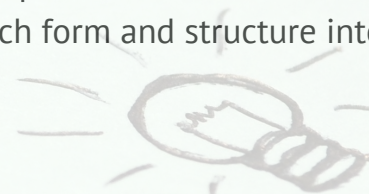
CONCEPTUAL UNDERSTANDING CONT'D

Transformation

The study of the connections among texts constitutes the focus of one of three areas of exploration, namely intertextuality: connecting texts. The complex ways in which texts refer to each another, appropriate elements from each other and transform them to suit a different aesthetic or communicative purpose, are evidence of the importance of transformation in the process of creating a text. Additionally, the act of reading is potentially transformative in itself, both for the text and the reader. Different readers may transform a text with their personal interpretation. The text can also have an impact on the reader which potentially might lead to action and to the transformation of reality.

Representation

The way in which language and literature relate to reality has been the subject of long running debate among linguists and literary theorists. Statements and manifestos by writers have made claims about this relationship which range from affirming that literature should represent reality as accurately as possible, to claiming art's absolute detachment and freedom from reality and any duty to represent it in the work of art. Irrespective of such a discussion, the concept is a central one to the subject in connection with the way in which form and structure interact with, and relate to, meaning.



Creative

THE LEARNER PORTFOLIO

A PLACE TO RECORD YOUR THOUGHTS AND PROGRESS DURING THE COURSE

Assessment is both *process*-oriented and *product*-oriented in English Language and Literature.

Assessment will be sometimes be teacher-led; however, your teacher will provide opportunities for informal self-or peer assessment so that you can reflect on your own and each other's learning in order to develop as a learner and student of English.

Activities undertaken in class and which you record in your learner portfolio will provide you with opportunities to undertake ongoing informal self-assessment of your understanding of the texts you read, the connections between them, the cultural values that frame your and others' responses.

The learner portfolio is not formally assessed but the IB can request it for checking the validity of your work. Your teacher will will be interested in its development as it will be a key indicator of your commitment to learning.

CRITERIA: PAPER 1

ALWAYS KNOW THE CRITERIA AGAINST WHICH YOUR WORK WILL BE ASSESSED

Criterion A: Understanding and interpretation

- How well does the candidate demonstrate an understanding of the text and draw reasoned conclusions from implications in it?
- How well are ideas supported by references to the text?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	The response demonstrates little understanding of the literal meaning of the text. References to the text are infrequent or are rarely appropriate.
2	The response demonstrates some understanding of the literal meaning of the text. References to the text are at times appropriate.
3	The response demonstrates an understanding of the literal meaning of the text. There is a satisfactory interpretation of some implications of the text. References to the text are generally relevant and mostly support the candidate's ideas.
4	The response demonstrates a thorough understanding of the literal meaning of the text. There is a convincing interpretation of many implications of the text. References to the text are relevant and support the candidate's ideas.
5	The response demonstrates a thorough and perceptive understanding of the literal meaning of the text. There is a convincing and insightful interpretation of larger implications and subtleties of the text. References to the text are well-chosen and effectively support the candidate's ideas.

Criterion B: Analysis and evaluation

- To what extent does the candidate analyse and evaluate how textual features and/or authorial choices shape meaning?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	The response is descriptive and/or demonstrates little relevant analysis of textual features and/or authorial choices.
2	The response demonstrates some appropriate analysis of textual features and/or authorial choices, but is reliant on description.
3	The response demonstrates a generally appropriate analysis of textual features and/or authorial choices.
4	The response demonstrates an appropriate and at times insightful analysis of textual features and/or authorial choices. There is a good evaluation of how such features and/or choices shape meaning.
5	The response demonstrates an insightful and convincing analysis of textual features and/or authorial choices. There is a very good evaluation of how such features and/or choices shape meaning.

CRITERIA: PAPER 1 CONT'D

ALWAYS KNOW THE CRITERIA AGAINST WHICH
YOUR WORK WILL BE ASSESSED

Criterion C: Focus and organization

- How well organized, coherent and focused is the presentation of ideas?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	Little organization is apparent in the presentation of ideas. No discernible focus is apparent in the analysis.
2	Some organization is apparent in the presentation of ideas. There is little focus in the analysis.
3	The presentation of ideas is adequately organized in a generally coherent manner. There is some focus in the analysis.
4	The presentation of ideas is well organized and mostly coherent. The analysis is adequately focused.
5	The presentation of ideas is effectively organized and coherent. The analysis is well focused.

Criterion D: Language

- How clear, varied and accurate is the language?
- How appropriate is the choice of register and style? ("Register" refers, in this context, to the candidate's use of elements such as vocabulary, tone, sentence structure and terminology appropriate to the analysis).

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	Language is rarely clear and appropriate; there are many errors in grammar, vocabulary and sentence construction and little sense of register and style.
2	Language is sometimes clear and carefully chosen; grammar, vocabulary and sentence construction are fairly accurate, although errors and inconsistencies are apparent; the register and style are to some extent appropriate to the task.
3	Language is clear and carefully chosen with an adequate degree of accuracy in grammar, vocabulary and sentence construction despite some lapses; register and style are mostly appropriate to the task.
4	Language is clear and carefully chosen, with a good degree of accuracy in grammar, vocabulary and sentence construction; register and style are consistently appropriate to the task.
5	Language is very clear, effective, carefully chosen and precise, with a high degree of accuracy in grammar, vocabulary and sentence construction; register and style are effective and appropriate to the task.

CRITERIA: PAPER 2

ALWAYS KNOW THE CRITERIA AGAINST WHICH YOUR WORK WILL BE ASSESSED

Criterion A: Knowledge, understanding and interpretation

- How much knowledge and understanding does the candidate demonstrate of the works?
- To what extent does the candidate make use of knowledge and understanding of the works to draw conclusions about their similarities and differences in relation to the question?

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 works in relation to the question answered. There is little meaningful comparison and contrast of the works used in relation to the question.
3–4	There is some knowledge and understanding of the works in relation to the question answered. There is a superficial attempt to compare and contrast the works used in relation to the question.
5–6	There is satisfactory knowledge and understanding of the works and an interpretation of their implications in relation to the question answered. The essay offers a satisfactory interpretation of the similarities and differences between the works used in relation to the question.
7–8	There is good knowledge and understanding of the works and a sustained interpretation of their implications in relation to the question answered. The essay offers a convincing interpretation of the similarities and differences between the works used in relation to the question.
9–10	There is perceptive knowledge and understanding of the works and a persuasive interpretation of their implications in relation to the question answered. The essay offers an insightful interpretation of the similarities and differences between the works used in relation to the question.

Criterion B: Analysis and evaluation

- To what extent does the candidate analyse and evaluate how the choices of language, technique and style, and/or broader authorial choices, shape meaning?
- How effectively does the candidate use analysis and evaluation skills to compare and contrast both works?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	The essay is descriptive and/or demonstrates little relevant analysis of textual features and/or the broader authorial choices.
3–4	The essay demonstrates some appropriate analysis of textual features and/or broader authorial choices, but is reliant on description. There is a superficial comparison and contrast of the authors' choices in the works selected.

CRITERIA: PAPER 2 CONT'D

ALWAYS KNOW THE CRITERIA AGAINST WHICH
YOUR WORK WILL BE ASSESSED

Marks	Level descriptor
5–6	The essay demonstrates a generally appropriate analysis of textual features and/or broader authorial choices. There is an adequate comparison and contrast of the authors' choices in the works selected.
7–8	The essay demonstrates an appropriate and at times insightful analysis of textual features and/or broader authorial choices. There is a good evaluation of how such features and/or choices shape meaning. There is a good comparison and contrast of the authors' choices in the works selected.
9–10	The essay demonstrates a consistently insightful and convincing analysis of textual features and/or broader authorial choices. There is a very good evaluation of how such features and/or choices contribute to meaning. There is a very good comparison and contrast of the authors' choices in the works selected.

Criterion C: Focus and organization

- How well structured, balanced and focused is the presentation of ideas?

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

**ALWAYS KNOW THE CRITERIA AGAINST WHICH
YOUR WORK WILL BE ASSESSED**

Criterion D: Language

- How clear, varied and accurate is the language?
- How appropriate is the choice of register and style? ("Register" refers, in this context, to the candidate's use of elements such as vocabulary, tone, sentence structure and terminology appropriate to the essay).

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	Language is rarely clear and appropriate; there are many errors in grammar, vocabulary and sentence construction and little sense of register and style.
2	Language is sometimes clear and carefully chosen; grammar, vocabulary and sentence construction are fairly accurate, although errors and inconsistencies are apparent; the register and style are to some extent appropriate to the task.
3	Language is clear and carefully chosen with an adequate degree of accuracy in grammar, vocabulary and sentence construction despite some lapses; register and style are mostly appropriate to the task.
4	Language is clear and carefully chosen, with a good degree of accuracy in grammar, vocabulary and sentence construction; register and style are consistently appropriate to the task.
5	Language is very clear, effective, carefully chosen and precise, with a high degree of accuracy in grammar, vocabulary and sentence construction; register and style are effective and appropriate to the task.

CRITERIA: HL ESSAY

**ALWAYS KNOW THE CRITERIA AGAINST WHICH
YOUR WORK WILL BE ASSESSED**

Criterion A: Knowledge, understanding and interpretation

- How well does the candidate demonstrate knowledge and understanding of the work or text chosen?
- To what extent does the candidate make use of knowledge and understanding of the work or text to draw conclusions in relation to the chosen topic?
- How well are ideas supported by references to the work or text in relation to the chosen topic?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	There is little knowledge and understanding of the work or text shown through the essay in relation to the topic chosen. References to the work or text are infrequent or are rarely appropriate in relation to the chosen topic.
2	There is some knowledge and understanding of the work or text shown through the essay in relation to the topic chosen. References to the work or text are at times appropriate in relation to the chosen topic.
3	There is satisfactory knowledge and understanding of the work or text shown through the essay and an interpretation of its implications in relation to the topic chosen. References to the work or text are generally relevant and mostly support the candidate's ideas in relation to the chosen topic.
4	There is good knowledge and understanding of the work or text shown through the essay and a sustained interpretation of its implications in relation to the topic chosen. References to the work or text are relevant and support the candidate's ideas in relation to the chosen topic.
5	There is excellent knowledge and understanding of the work or text shown through the essay and a persuasive interpretation of their implications in relation to the chosen topic. References to the work or text are well-chosen and effectively support the candidate's ideas in relation to the chosen topic.

CRITERIA: HL ESSAY

ALWAYS KNOW THE CRITERIA AGAINST WHICH YOUR WORK WILL BE ASSESSED

Criterion B: Analysis and evaluation

- To what extent does the candidate analyse and evaluate how the choices of language, technique and style, and/or broader authorial choices shape meaning in relation to the chosen topic?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	The essay is descriptive and/or demonstrates little relevant analysis of textual features and/or the author's broader choices in relation to the chosen topic.
2	The essay demonstrates some appropriate analysis of textual features and the author's broader choices in relation to the chosen topic, but is reliant on description.
3	The essay demonstrates a generally appropriate analysis and evaluation of textual features and the author's broader choices in relation to the chosen topic.
4	The essay demonstrates an appropriate and at times insightful analysis and evaluation of textual features and the author's broader choices in relation to the chosen topic.
5	The essay demonstrates a consistently insightful and convincing analysis and evaluation of textual features and the author's broader choices in relation to the chosen topic.

Criterion C: Focus, organization and development

- How well organized, focused and developed is the presentation of ideas in the essay?
- How well are examples integrated into the essay?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	Little organization is present. No discernible line of inquiry is apparent in the essay. Supporting examples are not integrated into the structure of the sentences and paragraphs.
2	Some organization is apparent. There is little development of a line of inquiry. Supporting examples are rarely integrated into the structure of the sentences and paragraphs.
3	The essay is adequately organized in a generally cohesive manner. There is some development of the line of inquiry. Supporting examples are sometimes integrated into the structure of the sentences and paragraphs.
4	The essay is well organized and mostly cohesive. The line of inquiry is adequately developed. Supporting examples are mostly well integrated into the structure of the sentences and paragraphs.
5	The essay is effectively organized and cohesive. The line of inquiry is well developed. Supporting examples are well integrated into the structure of the sentences and paragraphs.

ALWAYS KNOW THE CRITERIA AGAINST WHICH
YOUR WORK WILL BE ASSESSED

Criterion D: Language

- How clear, varied and accurate is the language?
- How appropriate is the choice of register and style? ("Register" refers, in this context, to the candidate's use of elements such as vocabulary, tone, sentence structure and terminology appropriate to the HL essay).

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	Language is rarely clear and appropriate; there are many errors in grammar, vocabulary and sentence construction and little sense of register and style.
2	Language is sometimes clear and carefully chosen; grammar, vocabulary and sentence construction are fairly accurate, although errors and inconsistencies are apparent; the register and style are to some extent appropriate to the task.
3	Language is clear and carefully chosen with an adequate degree of accuracy in grammar, vocabulary and sentence construction despite some lapses; register and style are mostly appropriate to the task.
4	Language is clear and carefully chosen, with a good degree of accuracy in grammar, vocabulary and sentence construction; register and style are consistently appropriate to the task.
5	Language is very clear, effective, carefully chosen and precise, with a high degree of accuracy in grammar, vocabulary and sentence construction; register and style are effective and appropriate to the task.



CRITERIA: INDIVIDUAL ORAL

ALWAYS KNOW THE CRITERIA AGAINST WHICH
YOUR WORK WILL BE ASSESSED

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. 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 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. 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.
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. References to the extracts and to the works/texts are well-chosen and effectively support the candidate's ideas.



CRITERIA: INDIVIDUAL ORAL CONT'D

ALWAYS KNOW THE CRITERIA AGAINST WHICH
YOUR WORK WILL BE ASSESSED

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. 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. 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. 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 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. There is a thorough and nuanced understanding of how authorial choices are used to present the global issue.



CRITERIA: INDIVIDUAL ORAL CONT'D

ALWAYS KNOW THE CRITERIA AGAINST WHICH
YOUR WORK WILL BE ASSESSED

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. 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. 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. 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. The development of ideas is logical and convincing; ideas are connected in a cogent manner.



CRITERIA: INDIVIDUAL ORAL CONT'D

ALWAYS KNOW THE CRITERIA AGAINST WHICH YOUR WORK WILL BE ASSESSED

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. 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. 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. 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. 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. Elements of style (for example, register, tone and rhetorical devices) are appropriate to the task and enhance the oral.

HL/SL DIFFERENCES

Works read	SL	HL
Works in translation written by authors on the <i>Prescribed reading list</i>	Study of a minimum of one work	Study of a minimum of two works
Works originally written in the language studied, by authors on the <i>Prescribed reading list</i>	Study of a minimum of one work	Study of a minimum of two works
Free choice works	Study of two works freely chosen	Study of two works freely chosen
Total works studied	4	6
External assessment	SL	HL
Paper 1: Guided textual analysis	A guided analysis of a previously unseen non-literary extract or text from a choice of two	Two guided analyses of previously unseen non-literary extracts or texts
HL essay		A 1200-1500 word essay exploring a line of inquiry in connection with a studied text or work

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COURSE OUTLINE: STUDENT NOTES