

Individual Oral Presentation

Weighting: 15%

Duration: 10-15 minutes

The Individual Oral Presentation is based on a work or works studied this semester (*The Great Gatsby*, *Their Eyes Were Watching God*, or the poetry by Whitman, Dickinson, and Frost). Each student chooses a topic for this exercise in consultation with the teacher.

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
- author's attitude to particular elements of the works (for example, character(s), subject matter)
- 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 work(s)
- 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 candidate 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.

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:

- select appropriate material for the presentation
- organize the material into a coherent structure
- choose a means of presentation and delivery that is suited to the activity and topic.

Suggested Activities

The following list applies to all the options studied this semester 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 a 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 later in 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 should 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).

Internal assessment criteria

There are three assessment criteria for the individual oral presentation.

Criterion A	Knowledge and understanding of the work(s)	10 marks
Criterion B	Presentation	10 marks
Criterion C	Language	10 marks
	Total	30 marks

Grade conversions

Marks	0-5	6-10	11-13	14-17	18-21	22-25	26-30
SHHS	50	60	65	75	85	90	100
IB	1	2	3	4	5	6	7
Letter	F	F	D	C	B	A	A

Criterion A: Knowledge and understanding of the work(s)

- How much knowledge and understanding does the student show of the work(s) used in the presentation?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1-2	There is very limited knowledge and virtually no understanding of the content of the work(s) presented.
3-4	There is some knowledge and superficial understanding of the content of the work(s) presented.
5-6	There is adequate knowledge and understanding of the content and many of the implications of the work(s) presented.
7-8	There is good knowledge and understanding of the content and many of the implications of the work(s) presented.
9-10	There is very good knowledge and understanding of the content and most of the implications of the work(s) presented.

Criterion B: Presentation

- How much attention has been given to making the delivery effective and appropriate to the presentation?
- To what extent are strategies used to interest the audience (for example, audibility, eye contact, gestures, effective use of supporting material).

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1-2	Delivery of the presentation is inappropriate, with virtually no attempt to interest the audience.
3-4	Delivery of the presentation is sometimes appropriate, with some attempt to interest the audience.
5-6	Delivery of the presentation is generally appropriate and shows an intention to interest the audience.
7-8	Delivery of the presentation is consistently appropriate with suitable strategies used to interest the audience.
9-10	Delivery of the presentation is effective, with very good strategies used to interest the audience.

Criterion C: Language

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

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1-2	The language is inappropriate, with virtually no attempt to choose register and style suited to the choice of presentation.
3-4	The language is sometimes appropriate, but with little sense of register and style suited to the choice of presentation.
5-6	The language is mostly appropriate, with some attention paid to register and style suited to the choice of presentation.
7-8	The language is clear and appropriate, with register and style well suited to the choice of presentation.
9-10	The language is very clear and entirely appropriate, with register and style consistently effective and suited to the choice of presentation.