

### **The IB Guide and Rubric**

The Individual Oral Presentation is based on a work or works studied in Part 4 of the syllabus. Each candidate chooses a topic for this exercise in consultation with the teacher.

#### **I. Choice of Topic**

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

- cultural setting of the work(s) and related issues
- thematic focus
- characterization
- techniques and style
- author's attitude to particular elements of the works such as character(s), subject matter
- interpretation of particular elements from different perspectives.

#### **II. Activities (Individual Oral Presentation)**

The following list contains examples of the wide range of activities which are acceptable for the Individual Oral Presentation. These lists of examples are neither exhaustive nor prescriptive. They are only suggestions and may be added to by teachers, or by candidates with the approval of teachers. Candidates should select the activity most appropriate to the topic chosen.

- Analytical
  - This is not a class discussion but you are to **teach the class**. Consider one of your favorite teachers and think about how they taught you. This is the type of enthusiasm and effectiveness you should bring to your presentation.
    - A critique of the student's own writing that has been produced in the style of one of the literary genres studied (pastiche)
    - 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 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
- Complete Artistic Freedom
  - Conditions: Use textual evidence that relates to topic and how presented; has to be clear what concept you are trying to convey. You can do anything.
    - A monologue 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)
    - Paint paintings and explain how they represent characters
    - Act out a scene with other people (not their project, but they can be part of yours)
    - Write a pastiche (from another character's POV)
    - Make a short film and show it to the class (use lighting and color and sound to illustrate your concept)
    - **Please note that students who choose creative presentations must provide a rationale for what they have done.**

#### **III. Focus of Individual Oral Presentation**

The focus of each oral presentation will depend on the nature and scope of the topic chosen. The sophistication of literary criticism expected is indicated in the descriptors for the Internal Assessment criteria and is expected to be greater at Higher Level than at Standard Level. Whatever the **topic** and type of presentation chosen, candidates will be **expected to show**:

- **knowledge and understanding** of the works
- thorough **appreciation** of the aspect discussed
- **knowledge and use of the linguistic register** appropriate for the type of presentation, where register refers to the candidate's sensitivity to elements such as the vocabulary, tone, sentence structure and idiom appropriate to the task
- **consideration of the effects** of the means by which the author(s) have explored the aspect discussed.

#### IV. Structure of Individual Oral Presentation

The structure of each oral presentation depends largely on the type of activity selected for the topic. Some activities, such as the structured discussion and the oral exposé, may be well suited to formal discussions which follow a logical sequence, while others, like the role play, may not. It is the responsibility of the candidate to select the type of presentation which most effectively enables the objectives of the topic to be realized. Whatever the activity chosen, all presentations must have a coherent structure.

#### V. Preparation of Individual Oral Presentation

It is expected that candidates will prepare for their Individual Oral Presentation outside class hours. When candidates have chosen the topic for their presentation it will be their responsibility to:

- **read the selected work BEFORE the class study**
- select appropriate material for the presentation
- organize the material into a coherent structure
- choose and rehearse the linguistic register appropriate for the presentation.

#### VI. Presentation and Subsequent Discussion (12–15 minutes)

Teachers must allow candidates to do their presentation without any interruption or assistance. When the presentation is completed teachers should engage in a discussion with candidates in order to probe further into their knowledge and understanding of the work(s) or topic. Teachers must be satisfied that candidates have justified their selection of:

- the material used in the presentation
- the activity chosen to convey the topic
- linguistic register for the presentation

The whole class may participate in the subsequent discussion.

### **Internal Assessment - Oral Component**

#### **A: Knowledge and Understanding of Work(s)**

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

- How well does the candidate know and understand the content of the extract or work(s)?
- How well does the candidate situate the extract or work(s) within the context of the larger work from which it has been taken or the body of works to which it belongs, where relevant?

#### **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, gesture, effective use of supporting material)?

#### **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).

#### **Texts**

The texts available to present will be:

1. *The Great Gatsby*, by F. Scott Fitzgerald
2. *A Good Man is Hard to Find (& Other Stories)*, by Flannery O’Connor
3. *The Crucible*, by Author Miller

## Individual Oral Presentation - Keys

- Whether you will do an analysis or a creative presentation, **remember the RUBRIC!**
  - Everything that is required of you is spelled out here
  - Ask yourself if what you are planning will DEMONSTRATE ACHIEVEMENT in each area of the rubric
    - Knowledge and Understanding of Work
    - Presentation
    - Language
  - Be sure that you **show in depth**, and in multiple ways, that you have an **original, insightful** take on the text
  - **We, the audience, should GAIN UNDERSTANDING from your presentation.** You are **teaching** us something through your analysis and explanation
  - The IOP is your opportunity to demonstrate how well you can express your deep textual understanding of the work – either through a creative monologue OR through detailed analysis.
- **Stay focused on the TEXT!** Whether in a creative or analytical IOP, you are focused on, and limited to, the text. Never forget this.
- An IOP should be **engaging for the audience** –
  - A monologue has emotional ebb and flow, a character speaks as if relating a significant memory, not a grocery list
  - A detailed analysis shows excitement and a high level of interest on the part of the presenter, and that translates to the interest level of the audience
- The IOP is 12-15 minutes total – Do NOT go under 10, and do NOT go over 15. Practice this REPEATEDLY to ensure that you are within the time frame.
- Relax
  - Each one of your peers will need to go through this as well, you are all in the same boat
  - **Have fun** with this, and develop a topic that you, personally, find interesting
  - Speaking with confidence will make your presentation go MUCH more smoothly, and you may even enjoy it!
  - The audience will enjoy your presentation much more if you are into it and having fun

### **Detailed Requirements**

1. Complete the IOP Topic Proposal Form
2. **A Timeline:** Break down the presentation in intervals of two minutes or less; include specifically what you will discuss at each point in the 12-15 minutes allowed.

### **Preparation for Presentation:**

You **may NOT** use a script for your IOP! You may use an index card with **bullet points**, not the script of what you are going to say. The point of the presentation is not to see how well you read in front of people, but rather how well you can convey your interpretation or analysis of a text to the class orally. Practice enough to make this fluid, natural, and so that you do not need to continually look back to your notes. These will be checked as you are on your way up to present, and if you have too much text, you will not be allowed to present - receiving a score of 0!!

**Plan, plan plan!** Don't rush in planning your presentation. Plan out ALL the details. Poor planning makes for a confusing or boring presentation.