

English B

Internal Assessment

High Level

The individual oral assessment is based on an extract of approximately 300 words from one of the literary works studied in the HL course. Total time be 15 minutes **plus 20 minutes for preparation.**

The aim of the assessment is to measure the student's ability to understand and produce communication in English, and to use it for successful interaction.

The assessment will evaluate your ability to:

- Communicate clearly and effectively in a range of contexts and for a variety of purposes.
- Understand and use language appropriate to a range of interpersonal and / or intercultural contexts and audiences.
- Understand and use language to express and respond to a range of ideas with fluency and accuracy.
- Identify, organize and present ideas on a range of topics.
- Understand, analyse and reflect within the context of a presentation and conversation.

It is divided into three parts, preceded by a timed period of supervised preparation.

I. Supervised preparation time (20 Minutes)

- a. During this time, you will be shown two extracts of approximately 300 words, each from a different literary work studied in the course.
- b. You will choose one of the extracts and prepare a focused on the content of the extract. During this time, you should make brief working notes.¹

II. Presentation (5 minutes)

You will present the extract in relation to the literary work, but the majority of the presentation, discussing the events, ideas and messages in the extract itself

III. Follow-up discussion (5 minutes)

During this time, you will have a discussion of the extract with the teacher, expanding on observations that you have provided in the presentation.

IV. General discussion (5 minutes)

During this time, you will have a general discussion with your teacher about **one of the themes** from the course content.

¹ You are allowed one sheet of paper with 10 bullet points for the presentation.

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Assessment Criteria

Criteria A: Language (12 marks)

- The extent to which vocabulary is appropriate and varied.
- The extent to which grammatical structures are varied.
- The extent to which the accuracy of language contributes to effective communication
- The extent to which pronunciation and intonation affect communication.

| | Appropriate & varied vocabulary | Variety of grammatical structures | Accuracy of Language | Pronunciation & Intonation |
|--|--|--|---|---|
| Limited 1-3 | Sometimes appropriate | Primarily basic structures but some complex structures attempted | Errors in basic structures that interfere with communication | Generally clear but sometimes interferes with communication |
| Partially effective 4-6 | Appropriate to the task & varied | Basic structures with some attempts to use more complex structures | Mostly accurate in basic structures with errors in more complex structures that at times interfere with communication | Generally clear. Errors do not interfere with communication |
| Effective & Mostly Accurate 7-9 | Appropriate and varied, including appropriate use of idiomatic expression(s) | Basic and complex structures used effectively | Mostly accurate. Occasional errors in basic & complex structures that do not interfere with communication | Easy to understand |
| Accurate & Very Effective 10-12 | Appropriate and varied with nuanced use of idiomatic expressions that furthers communication | Basic and complex structures used effectively to enhance communication | Language is mostly accurate. Minor errors only in complex structures | Easily understood and help convey meaning. |

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Criterion B1: Message—literary extract

How relevant are the ideas to the selected stimulus?

- The extent to which there is engagement with the literary extract in the presentation.

| | Relation of presentation to stimulus |
|--|---|
| Irrelevant to the literary extract 1-2 | Makes superficial use of the extract. Observations & opinions are generalized, simplistic and mostly unsupported |
| Mostly relevant to literary extract 3-4 | Makes competent use of the literary extract. Some observations & opinions are developed and supported with reference to the extract |
| Consistently relevant to literary extract & is convincing 5-6 | Makes effective use of the extract. Observations & opinions are effectively developed and supported with reference to the extract. |

B2: Message—Conversation

How relevant are the ideas to the conversation?

- Appropriate and thorough response to the questions in the conversation.
- The depth to which the questions are answered

| | Appropriateness & development | Breadth in scope and depth |
|---|--|---|
| Struggles to address the questions 1-2 | Some responses are appropriate and rarely developed | Limited in scope and depth |
| Mostly relevant to questions 3-4 | Most responses are appropriate with some development | Response is mostly broad in scope and depth |
| Consistently relevant to questions and shows development 5-6 | Appropriate and developed | Broad in scope and depth, including personal interpretations and / or attempts to engage the interlocutor |

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Criterion C: Interactive skills—Communication

To what extent is there understanding and interaction?

- How well are ideas expressed?
- How well is a conversation maintained?

| | Expression of ideas | Maintenance of conversation |
|--|---|---|
| Comprehension & interactions are limited 1-2 | Limited response in the target language | Limited. Most questions must be repeated or rephrased |
| Comprehension & interaction mostly sustained 3-4 | Responses are in target language and mostly demonstrate comprehension | Sustained |
| Comprehension & Interaction sustained 5-6 | Responses in target language and demonstrates comprehension | Sustained with independent contributions. |