**Internal assessment details—SL**

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| Supervised preparation time | The student is shown two visual stimuli, each relating to a different theme from the course.Each visual stimulus must be labelled in the target language with the theme to which it relates.The student chooses one of the visual stimuli and prepares a presentation directly related to the stimulus. During this time, the student is allowed to make brief working notes. | 15 minutes |
| Part 1: Presentation | The student describes the visual stimulus and relates it to the relevant **theme** and the target culture(s). | 3–4 minutes |
| Part 2: Follow-up discussion | The teacher engages the student on the **theme** presented in part 1, expanding on what the student has provided in the presentation. | 4–5 minutes |
| Part 3: General discussion | The teacher and student have a general discussion on **at least one additional theme** taken from the five themes around which the course is based. | 5–6 minutes |

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**Internal assessment details—HL**

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| Supervised preparation time | The student is shown two extracts of up to approximately 300 words each: one from each of the two literary works studied during the course.The student chooses one of the extracts and prepares a presentation focused on the content of the extract. During this time, the student is allowed to make brief working notes. | 20 minutes |
| Part 1: Presentation | The student presents the extract. The student may place the extract in relation to the literary work but must spend the majority of the presentation discussing the events, ideas, and messages in the extract itself. | 3–4 minutes |
| Part 2: Follow-up discussion | The teacher engages with the student on thecontent of the extract that the student has presented, expanding on observations that the student has provided in the presentation. | 4–5 minutes |
| Part 3: General discussion | The teacher and student have a generaldiscussion using **one or more** of the five **themes** of the syllabus as a starting point.  | 5–6 minutes |

Summary of the content the HL oral exam must have according to ChatGpt:

**Final Summary of Requirements**

| **Section** | **Must Include** |
| --- | --- |
| **Part 1: Presentation** | - A **selected passage** from one of the literary works studied. - Explanation of its **themes, character development, literary style, and role in the whole book:**A discussion of how the passage relates to the **entire book** in terms of:* **Themes**: What major ideas does the passage explore? How do these themes develop throughout the book?
* **Character Development**: How does this passage reveal something significant about a character’s evolution in the story?
* **Style and Literary Devices**: How does the author’s use of language, symbolism, or structure contribute to the meaning?
* **Plot and Context**: How does this passage fit into the overall story? Does it mark a turning point?

💡 **Key Requirement:** The student should not simply summarize but instead **analyze the passage and explain its importance within the whole book**. |
| **Part 2: Discussion on the Book** | - **Teacher-led discussion** that explores the passage’s deeper meaning. - Further analysis of the **entire book**, linking the passage to broader themes, characters, and cultural/historical context.* **Further exploration of the selected passage** and its relationship to the **entire book** through a discussion with the teacher.
* The teacher asks **analytical and interpretive questions**, which the student must respond to with depth and insight. Possible areas of discussion:
	+ **Further analysis of themes** (e.g., "How does the theme of identity evolve throughout the book?")
	+ **Character analysis** (e.g., "How does this passage illustrate the protagonist’s transformation?")
	+ **Connections to cultural or historical context** (e.g., "How does the passage reflect the historical setting of the book?")
	+ **Personal interpretation** (e.g., "What do you think the author wanted to communicate with this passage?")

💡 **Key Requirement:** The student must show a strong **understanding of the literary work as a whole**, beyond just the selected passage. |
| **Part 3: General Discussion** | - A discussion on **at least one of the five IB themes**. - The student must express **opinions, arguments, and engage in dialogue** on real-world issues. - **Connections to the book are optional** but encouraged.* A **discussion on at least one of the five IB prescribed themes**:
	+ **Identities** (e.g., nationality, culture, gender, personal values)
	+ **Experiences** (e.g., life stories, travel, migration, rites of passage)
	+ **Human Ingenuity** (e.g., technology, art, scientific advances)
	+ **Social Organization** (e.g., politics, education, social justice)
	+ **Sharing the Planet** (e.g., environment, globalization, ethics)
* The discussion is led by the teacher, and the student must **express opinions, provide arguments, and engage in a dialogue**.
* The themes **do not need to be directly related to the book**, but if possible, the student can make connections (e.g., discussing a theme that is relevant in both the book and real life).

💡 **Key Requirement:** The student must demonstrate the ability to **speak fluently, express complex ideas, and use advanced vocabulary** related to real-world issues. |