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Diploma Programme

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# Language A: literature school-supported self-taught alternative oral assessment procedures

First examinations May 2013

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# Introduction

This document supplements the International Baccalaureate (IB) Diploma Programme *Language A: literature guide* (February 2011) and must be read in conjunction with it. The purpose of this document is to provide additional guidance to students, supervisors, tutors and Diploma Programme coordinators regarding the alternative assessment procedures for school-supported self-taught students.

Schools entering students for assessment as school-supported self-taught students must also read the IB publication *Guidance for the support of mother tongue in the Diploma Programme* (October 2009). For a more general overview of the IB's stance on issues surrounding the provision of language tuition, schools must consult the publication *Language and learning in IB programmes* (September 2011).

This document, as well as other documents mentioned within it, can be found on the subject page of the online curriculum centre (OCC) at <http://occ.ibo.org>. This is a password-protected IB website designed to support teachers in IB World Schools.

## Syllabus and assessment outline

School-supported self-taught students follow the language A: literature standard level (SL) course. The syllabus is divided into four parts, and there are four assessment components. Alternative arrangements are made for school-supported self-taught students in assessments related to parts 1, 2 and 4 of the syllabus.

The table below gives an overview of each part of the syllabus and the related assessment task.

Syllabus	Assessment task
Part 1: Works in translation	Written assignment: a literary essay of 1,200–1,500 words based on one work studied, and a reflective statement of 300–400 words.
Part 2: Detailed study	Section 1 of the alternative oral assessment: a formal oral commentary that is based on one of the two works studied.
Part 3: Literary genres	Written examination paper 2: an essay based on at least two works studied in response to one question.
Part 4: Options	Section 2 of the alternative oral assessment: an oral presentation that is based on two of the three works studied.

### Written examination paper 1

Paper 1 is not linked to any particular part of the syllabus. Students write a literary analysis of an unseen passage or poem in response to two compulsory guiding questions.

## General guidance on selecting texts

All the works studied by school-supported self-taught students must be chosen from either the appropriate prescribed list of authors (PLA) or the prescribed literature in translation (PLT) list.

Students work with their supervisor and tutor to make a correct choice of works. Most languages have a PLA, which the supervisor or the Diploma Programme coordinator can access on the online curriculum centre (OCC) at <http://occ.ibo.org>.

For special request languages that do not have a PLA, schools must submit a list of works chosen from their own sources in accordance with the syllabus requirements. The programme of study is subject to approval by the examiner responsible for the relevant language. Schools must follow the special request procedure as laid out in the current *Handbook of procedures for the Diploma Programme* (updated annually). They must make their application to offer a special request language as soon as possible and at least 18 months in advance of the examination session for which students are registered.

Schools are reminded that if more than one student is studying the same self-taught language A, all students registered for that language (no more than five) must study the same works.

There are strict instructions that must be followed regarding the choice of works for each part of the course. These are given on pages 13–21 of the *Language A: literature guide* (February 2011) and on the first four pages of each PLA.

The table below gives an overview of these requirements as they apply to self-taught courses.

	Number of works	From	Original language	Genres
<b>Part 1</b>	2	PLT	Other than language A studied	Any
<b>Part 2</b>	2	PLA	Language A studied	Each of a different genre
<b>Part 3</b>	3	PLA	Language A studied	All the same genre
<b>Part 4</b>	3	PLA	Language A studied	Prose other than fiction, except in certain cases (see “Selecting texts for part 4”)

In addition, the following requirements must be met.

## Literary genres

Across parts 2, 3 and 4 of the syllabus works in at least three different genres as represented on the PLA must be selected for study in the target language.

## Periods

At least three different periods must be represented in the syllabus as a whole (parts 1 to 4).

## Place

In most cases, works on the PLA are also designated by place. Where the PLA indicates between two and five places, works by authors from at least two different places must be selected for study in parts 2, 3, and 4 of the syllabus. Where more than five places are specified in the PLA, works by authors from at least three different places must be selected.

## Subsequent changes to course of study

Schools will be required to submit notification of their self-taught course of study on form 1/LITSTAP, available on IBIS.

**Note:** Once the self-taught course of study has been submitted, no further changes should be made. It is important that the IB is notified immediately if an unavoidable need to change the works studied subsequently arises, as the questions for the formal oral commentary for each student are based on the information submitted.

## Selecting texts for part 4

The *Language A: literature guide* (February 2011) states that only option 1 (the study of prose other than fiction leading to various forms of student writing) may be chosen by school-supported self-taught students, and all three works must be chosen from the relevant PLA (see page 21).

If there is no prose non-fiction genre represented in the self-taught student's language PLA, they may select works from another genre on the PLA.

If a prose non-fiction genre is available on the self-taught student's language PLA, they are expected to select their works from this genre as stated in the subject guide. If there are significant reasons why this would not be an appropriate choice for their course of study, they must seek advice from the IB Answers team (<http://ibanswers.ibo.org>).

Regardless of the genre selected for study in this part of the course, students are not obliged to produce their own pieces of writing as directed on page 20 of the subject guide. However, this activity has been designed specifically to enable students to achieve a greater understanding of the techniques utilized in various literary genres. It is therefore highly recommended that students develop their own explorations through personal writing.

## Guidance on alternative assessment for the written assignment

The written assignment assesses part 1 of the syllabus.

Full details of the assessment of this component for school-supported self-taught students can be found on pages 32–34 of the *Language A: literature guide* (February 2011). In addition, students, supervisors, tutors and Diploma Programme coordinators must consult the written assignment sections of the *Language A: literature teacher support material* (May 2011) available on the online curriculum centre (OCC) at <http://occ.ibo.org> for further guidance and support.

Although the final essay produced for assessment is identical in format to that produced by taught students, alternative procedures are in place for school-supported self-taught students for stages 1 and 3 of the production process.

The table below gives an overview of each stage of the written assignment production for self-taught students.

<b>Stage 1: Journal writing</b>	In place of the interactive oral undertaken by taught students, school-supported self-taught students are required to keep a literary journal in which they write their personal response to the prescribed guiding questions. The journal is <b>not</b> submitted for assessment.
<b>Stage 2: The reflective statement</b>	Students produce a reflective statement of 300–400 words based on their journal writing for each work studied. The reflective statement related to the final written assignment must be submitted for assessment along with the assignment.
<b>Stage 3: Developing the topic</b>	Using one of the eight prescribed prompts from page 33 of the subject guide as a starting point, students develop an essay title suited to the particular work chosen.
<b>Stage 4: Production of the essay</b>	Each student produces an essay of 1,200–1,500 words on a literary aspect of one work using the essay title developed during stage 3 of the written assignment production process. The final essay must be submitted along with the reflective statement that relates to the work studied.

## General advice on the written assignment production process

Self-taught students may join taught students to study the part 1 texts, if it is possible for them to do so in the working language of the school. However, the self-taught students must still follow the self-taught written assignment procedure, and their written assignment must always be produced in the language A studied.

In cases where there are self-taught students following courses of study in different languages A, it is good practice, where possible, for the students to select the same works for part 1. They will then be able to support each other in studying the works.

Self-taught students may work collaboratively during their part 1 studies. However, the final essays produced **must** be the sole work of each individual student. The school must appoint supervisors to ensure that each self-taught student selects a different focus for their written assignment.

## Overview of the alternative oral assessment

The alternative oral assessment tests works studied in parts 2 and 4 of the syllabus.

The two sections of the alternative oral assessment (commentary and presentation) are assessed by an external examiner using the standard level (SL) internal assessment criteria published on pages 59–62 of the *Language A: literature guide* (February 2011).

Note: There are separate assessment criteria for the commentary and the presentation.
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### Assessing part 2 works

In September of each year, the IB will publish the oral questions to be used in the examination sessions 20 months later. For example, in September 2012 the oral questions will be published for use in the May and November examination sessions in 2014. These questions will give a framework for the close study of part 2 works. During their two-year course, students are asked to find a suitable 40-line passage or poem for each question that can be used as a basis for a commentary. Each of the questions will be framed to elicit a detailed, analytical response.

In March/September of the final year of the student's course, about two months before the written examinations, schools receive a package of materials relating to the alternative oral. In this package there will be an oral commentary assessment paper for each self-taught student. The paper will be contained in a sealed envelope, which must not be opened until the beginning of the 20-minute preparation period. The paper will stipulate the genre on which the alternative oral commentary will be based, and will give the choice of two of the five previously released questions for this genre.

### Assessing part 4 works

Students give a prepared oral presentation based on two of the three works studied in part 4 of the syllabus. They will prepare this presentation during their course of study, and will deliver it immediately after their oral commentary has concluded, using brief notes, and visual aids if so desired.

## Conduct of the oral assessment

### Section 1: Individual oral commentary (based on part 2 works)

#### Preparation time (20 minutes)

Students are given the sealed envelope that contains their oral assessment paper. The paper stipulates one of the two genres they have studied and gives them a choice between two out of the five pre-released questions from one genre. The preparation time is for choosing the question and related passage or poem, and for making final preparations for the commentary.

#### Oral commentary

Using brief working notes, students deliver a commentary lasting approximately 10 minutes, which is recorded by the invigilator.

## Section 2: Individual oral presentation (based on part 4 works)

### Oral presentation

Using brief working notes and visual aids, if desired, students deliver a prepared oral presentation lasting 10 minutes, based on two of the three works studied in part 4 of the syllabus.

## Important notes

### Formal examination

It is important that the alternative oral assessment is treated as a formal examination and that students have only one attempt to deliver their individual oral commentary and presentation.

Note: Once the assessment recording commences, the student must not be stopped and must not be permitted to re-do any part of the assessment. In the case of any untoward event, contact IB Answers for immediate advice.

### Notes used in the assessment

Schools are reminded that while self-taught students may take their notes and texts into the preparation room, all notes taken into the final assessment room (for both the section 1 individual oral commentary and for the section 2 presentation) must be brief and in point form, totalling no more than one side of A4 paper for each section of the oral assessment.

Note: The student's notes must not comprise the full text of either the commentary or the presentation. Reading from a full transcript will be considered malpractice.

### Duration of the assessment

It is important that students adhere to the specified timings for their commentary and presentation. Although students are not penalized for assessments that exceed the time limit, invigilators are asked to intervene should either assessment activity overrun.

Note: Examiners are not obliged to continue listening after the specified time for each section has elapsed, and are instructed not to give credit for any new insights or points made after this time.

## Preparing for section 1 of the alternative oral assessment

### Essentials

Students must use works studied in part 2 of their syllabus.

Students deliver a formal oral commentary using brief working notes only.

For the commentary, students will be expected to:

- situate the extract in the context of the work from which it has been taken
- show an appreciation for the writer's choice of language in shaping meaning
- deliver the commentary in a structured and well-focused way, using language and register appropriate for the activity.

## Step-by-step guide

### Step 1

Identify the broad literary genre of each of the two works that have been chosen from the PLA for part 2 of the course. From the pre-released list of questions, choose the set of questions that corresponds to each of those genres.

For example:

- students studying a novel or selected short stories must use questions under the heading “Prose fiction”
- students studying plays or theatre must choose from the heading “Drama”, and
- students studying essays, autobiography, biography, travel writing or satire must choose from the heading “Prose non-fiction”.

### Step 2

Prepare for section 1 of the alternative oral assessment during the two year course of study, exploring the part 2 works in detail, using the pre-released questions specific to the assessment year.

It is recommended that students are given the questions after they have had time to make an initial study of the part 2 works. This will ensure that students do not narrow their study of the works by focusing solely on the assessment tasks.

However, students must still be given the questions well in advance of the date set for the alternative oral assessment, to allow them to use the questions to support their study. The supervisor must ensure that self-taught students understand how to use the questions in ways that extend the scope of their understanding of the part 2 works.

### Step 3

Select at least one passage or poem that is most appropriate for each question from the corresponding work that is being studied. Each passage must be approximately 40 lines in length (or a whole poem or part of a poem that is roughly equivalent to 40 lines).

For example, if a novel and a play are being studied, students will have at least ten different passages:

- one for each of the five prose fiction questions, and
- one for each of the five drama questions.

The student needs to be able to present a commentary on any of the questions for either the novel or the play.

### Step 4

Ensure that there is a meaningful link between the question and selected passage or poem. Each passage or poem selected must, therefore, reflect different aspects of the works, as indicated by the questions.

See Appendix 1 at the end of this document for sample questions for the individual oral commentary.
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# Conduct of section 1 of the alternative oral assessment

Weighting: 15%

Duration: Preparation time 20 minutes; delivery 10 minutes

## Preparation

The student takes copies of his or her chosen passages or poems, as well as notes on those passages into the preparation room for the alternative oral assessment.

The student is given the assessment paper on which the oral assessment will be based. The instructions for section 1 will nominate **one** of the two genres studied and, for that genre, two out of the five questions will have been selected.

The student chooses **one** of the questions and selects the passage and the notes prepared for that question. During the 20-minute preparation time the student makes final preparations for the individual oral commentary on that passage and question. The notes used during the recording may be those prepared during the course, work done during the 20-minute preparation time, or a combination of both. **However, they must be brief notes in point form, totalling no more than one side of A4 paper.**

Students are **not** permitted to read the notes aloud.

Notes used during the recording are sent to the examiner, along with the recording.

## Commentary

The student presents the formal oral commentary and the invigilator records it. The time allowed for the commentary (section 1) is 10 minutes.

See Appendix 2 at the end of this document for an example of a candidate question paper.
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# Preparing for section 2 of the alternative oral assessment

## Essentials

Students must study all three works selected for part 4.

Students deliver an individual oral presentation using brief working notes only.

The final presentation must be based on two of the three works studied in part 4.

For the presentation, students will be expected to:

- demonstrate knowledge and understanding of the works
- deliver the presentation in an effective and engaging way, using language and register appropriate for the activity.

## Step-by-step guide

### Step 1

Study the works selected for part 4, following the suggested activity of students producing their own pieces of writing should they wish.

This activity is designed to develop in students the ability to:

- understand the conventions of prose other than fiction (or other genres where appropriate) through writing
- acquire detailed understanding of effective authorial choices in these forms
- if so desired, use a critique of their own writing as the basis for their oral presentation (however, students must demonstrate knowledge and understanding of the **original** works studied, not of their own work).

### Step 2

Select a topic for the individual presentation.

Students must choose their topic independently. Topics should reflect their personal interests.

Where a school has more than one self-taught student studying the same language A, each student must choose a **separate and different** presentation topic.

Suitable topics include:

- the cultural setting of the works and related issues
- thematic focus
- characterization
- techniques and style
- the author's attitude to particular elements of the works such as characters and subject matter
- the interpretations of particular elements from different perspectives.

### Step 3

Plan the presentation, and prepare brief working notes to be taken into the assessment room. This process must be done independently, albeit with the guidance of a tutor or coordinator.

As the final presentation is focussed on **two** part 4 works, students may wish to take a comparative approach. However, this is not a requirement.

In order to succeed in criterion B, self-taught students must plan their presentation as if it will be delivered to an audience, even though no audience will be physically present. Students must remember that the examiner is in fact their audience, and should plan accordingly. When awarding marks for criterion B the examiner will take into account the fact that students are not able to engage their audience directly using eye contact and gesture. Students can interest the audience (in this case, the examiner) through the use of rhetorical devices both verbal and structural, such as those used in speeches.

Self-taught students may, if they wish, use visual aids to support their presentations. If they do so, copies of the visual aids used must be included with the notes sent to the examiner, and the student must arrange and present the visual aids to allow the examiner to make use of them while listening to the presentation. Students will not be penalized if they choose not to include visual aids, as they can demonstrate consideration of their intended audience (the examiner) in non-visual ways.

# Conduct of section 2 of the alternative oral assessment

**Weighting: 15%**

**Duration: Delivery time 10 minutes**

## Presentation

The oral presentation follows the oral commentary and the recording is not stopped or paused between the two tasks. The invigilator or student should verbally indicate the transition from the commentary to the presentation.

Note: Students have only one attempt at the presentation.

Students may take prepared notes into the assessment; these notes are sent to the examiner, along with the recording. **Notes must be brief and in point form, totalling no more than one side of A4 paper.**

Students may also use visual aids in the presentation if they so wish.

In the presentation, students will be expected to show:

- knowledge and understanding of the works
- thorough appreciation of the aspect(s) discussed
- good use of strategies to engage an audience
- use of language and register appropriate for the activity.

See Appendix 2 at the end of this document for an example of a candidate question paper.

# Administrative guidance for the alternative oral assessment

## Contents of the package received from the IB

The package received from the IB will contain a white A4 envelope for each school-supported self-taught language A for which the school has registered candidates on IBIS.

Each A4 envelope will contain an invigilator sheet, a copy of the candidate question papers (for the invigilator) and sealed A5 envelopes for each candidate registered for that language.

Each A5 envelope will contain the candidate's copy of the candidate question paper. This envelope must remain sealed until the start of the candidate's 20-minute preparation time.

## Role of the student on the day of the assessment

### Section 1: Individual oral commentary

- For each of the 10 questions (related to the two genres studied) take photocopied passages/poems into preparation room. Notes may also be taken into the preparation room.
- The student will be given a candidate question paper and will choose one question from the two on the paper. 20-minute preparation time allowed.
- Deliver a 10-minute commentary.

## **Section 2: Individual oral presentation**

- Take prepared notes and visual aids (if using) made on the chosen topic into the assessment room.
- Deliver a 10-minute presentation.

### **At the end of the assessment**

- Sign the candidate declaration.
- Give the passage/poem and notes/visual aids used during the recording of both assessment tasks to the invigilator.

## **Role of the invigilator on the day of the assessment**

### **Section 1: Individual oral commentary**

- Give the student the sealed envelope containing the candidate question paper at the start of the 20-minute preparation time.
- Record the commentary, then leave the recorder running during the transition from section 1 to section 2.
- Intervene after 10 minutes if necessary, and direct the candidate to section 2 of the oral assessment.

### **Section 2: Individual oral presentation**

- Record the presentation, following on from the oral commentary.
- Intervene after 10 minutes if necessary, and conclude the oral assessment.

### **At the end of the assessment**

- Sign the declaration on the invigilator's sheet.
- Submit the recording, the passage/poem and all notes/visual aids used by the student during the recording to the Diploma Programme coordinator.

## **Role of the Diploma Programme coordinator**

- Ensure that the package containing alternative oral candidate question papers for each candidate registered as "school-supported self-taught" is received during March (May session)/September (November session) of the examination year. If this does not happen, contact the IB immediately.
- When the package is received, open it in a secure environment to ensure that the IB has sent all assessment materials required for each candidate (see "Contents of the package received from the IB" at the start of this section). If anything is missing or is incorrect, contact the IB immediately.
- Check that all the documents on the checklist are present and that the student and the invigilator have signed the declarations.
- Send the recording and the documents to the examiner whose name and address are provided on IBIS.

## **After the recording**

Before leaving the assessment room, students sign the candidate declaration on the candidate question paper and submit to the invigilator the passage used for the oral commentary and all notes and visual aids used during the recording (notes for section 1 and section 2).

The invigilator completes the declaration on the invigilator's sheet and submits the recording, photocopied passage, notes/visual aids, question paper, invigilator's sheet and candidate checklist to the Diploma Programme coordinator.

# Frequently asked questions

## General

**Q: Can schools offer all language A courses (language A: literature, language A: language and literature, and literature and performance) as self-taught?**

A: No. Only language A: literature can be taken as a self-taught course.

**Q: Will school-supported self-taught courses be available at higher level?**

A: No. Self-taught language A: literature can only be taken as a standard level subject.

**Q: Do all self-taught students of the same language A have to study the same texts?**

A: Yes. However, transfer students do not have to follow this rule, and may continue with a different course of study.

**Q: What should schools do if they are unable to obtain copies of works in the language A studied?**

A: Schools should use the OCC to attempt to build links with other schools that may be able to help them. If this fails, schools can contact IB Answers (<http://ibanswers.ibo.org>) for advice. Remember also that the part 1 works may be studied in the school's working language, if appropriate.

**Q: Can schools offer the same language A as both a taught and a self-taught option?**

A: No. Self-taught may be offered as an option only where it is not possible for a school to organize a teacher for a given language in a group 1 language A literature course. It should be noted that schools are also not permitted to offer a language A: literature self-taught course in a given language if the same language is being offered in language A: language and literature or literature and performance at the school.

**Q: Can a teacher for a language A course be paid for by parties other than the school, or give lessons outside the school's normal timetabled hours?**

A: Yes. However, the school remains responsible for ensuring the teacher is properly supported and trained, and all IB requirements are met.

**Q: Can a student offering two languages A study a work twice? For example, the same work in translation in part 1 of each language A course, or a work in translation in one language A, and in the original language in the other language A.**

A: No. This is not permitted. Students must study completely separate sets of works to meet the requirements of each Group 1 language A course taken.

## Part 1 (written assignment)

**Q: Can all self-taught students study the same texts for part 1?**

A: Yes. This option is to be preferred, as it allows students to support each other.

**Q: Can self-taught students join taught students to study the part 1 works?**

A: Yes. This is an excellent method of supporting self-taught students; however, schools must remember that all the assessment procedures for the self-taught part 1 written assignment must be followed, and the assignment must be written in the self-taught student's target language A. Also, if students take two languages A, they must study a completely separate set of part 1 texts for each language.

**Q: Does the journal writing have to be submitted to the IB for assessment?**

A: No. Only the reflective statement related to the assignment and the written assignment itself are submitted for assessment.

## Part 2 (individual oral commentary)

**Q: One or more of the questions set for the genre is not easily applicable to the works studied by the students. What should they do?**

A: This is unlikely to occur; the questions are drafted to ensure broad applicability. However, in the event that there is a problem, the school must contact IB Answers (<http://ibanswers.ibo.org>) for advice.

**Q: The student is studying one novel and a collection of short stories for their part 2 works. Which questions must they select?**

A: They select the prose fiction questions but have two passages for each question, one from the novel and one from the collection of short stories.

**Q: As the invigilator, I noticed partway through the alternative oral assessments that students are not following the correct procedure. What should I do?**

A: It is the responsibility of individual schools to ensure that everybody is fully aware of the procedures. If students are in the preparation time, stop the assessment and contact the IB immediately. If you have begun recording, do not stop the recording but contact the IB immediately following the assessments.

**Q: We have completed form 1/LITSTAP but have since realised we cannot avoid changing the works studied in part 2. What should we do?**

A: Students will be sent the questions for the individual oral commentary based on the genre information ticked, and therefore it is important to notify the IB immediately.

**Q: Can students be given a break before continuing with section 2 of their oral assessment (presentation)?**

A: No. The entire alternative oral assessment must continue without any break. The recording of the process must not be switched off until the oral assessment process is finished.

## **Part 4 (individual oral presentation)**

**Q: Should the presentation on two part 4 works be a comparative exercise?**

A: No, this is not a requirement.

**Q: Can students use PowerPoint or other visual aid in their presentations?**

A: Yes, but they must remember to guide the examiner through the visual aids in an appropriate fashion if they do choose to use them. Any visual aids used must be sent to the examiner with the recording.

# Appendix 1: Sample questions for the individual oral commentary

Please note that questions relate to both the May and November sessions of a specific year. They are posted on the OCC and published in the Diploma Programme *Coordinator's notes* in September of the year prior to the examination.

The formal oral commentary is a close literary analysis of the passage or poem. It is expected that, in preparing for each of the 10 questions for the two works studied, students will pay attention to the way in which literary features such as language, style, tone and voice create particular effects.

## Poetry

1. Comment on the ways in which the ideas in the poem are reflected in its structure and pattern.
2. Discuss the way in which the “voice” of the poem is presented, and its effect.
3. Analyse the ways in which the author uses symbols in the poem and what meanings and effects are produced.
4. Comment on the way in which the poet’s choice of words creates the atmosphere of the poem.
5. What can you say about the use of tone in the poem, especially its effect on how the poem’s themes are presented?

## Drama

1. Comment on the way in which the language of this extract affects the pace and impact of the action.
2. What can you say about how the language used by the character(s) establishes their presence on stage and their reception by the audience?
3. Analyse this passage in the light of its importance to the dramatic structure of the play as a whole.
4. Analyse how this passage uses imagery in its presentation of character and situation.
5. Discuss the way in which the passage reveals the important themes of the play.

## Prose fiction

1. How does the chosen passage reflect and reveal the relationship between particular characters?
2. Analyse the ways in which language and punctuation are used in the passage to create tension and pace.
3. In what ways does this passage establish or support the themes of the text?
4. Analyse the presentation of the narrative voice in this passage.
5. How is language used in this extract to create the imagined world of the text?

## Prose non-fiction

1. Comment on the ways in which the presentation of the narrative voice affects the reader’s understanding of the key themes in this extract.
2. What can you say about the tone of the passage and how this influences the reader’s response to the passage?

3. Comment on the ways in which the author's use of literary devices creates atmosphere and tension in the extract.
4. How does the author create a sense of place in this passage?
5. How does the author present his or her own position in relation to the main concerns of this extract?  
How does this influence the reader's understanding of the passage?

# Appendix 2: Specimen candidate question paper

**CANDIDATE QUESTION PAPER**  
**SCHOOL-SUPPORTED SELF-TAUGHT LANGUAGE A: LITERATURE**  
**ALTERNATIVE ORAL ASSESSMENT**  
**May 2013**

LANGUAGE A:  
SCHOOL CODE:  
CANDIDATE SESSION NUMBER:

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## GENERAL INSTRUCTIONS

1. *Begin to record, announcing your NAME, SESSION NUMBER, LANGUAGE and LEVEL (eg Fred Taylor, 0001-786 English A: Literature Standard Level).*
  2. *ALL INTERVENTIONS MUST BE RECORDED.*
  3. *The tape should **not** be stopped. Should this instruction be contravened for any reason, an explanation must be given **both** on the tape and in writing, in the IB working language of the school (English, French or Spanish).*
  4. *If no reason is given, this part of the assessment will be automatically cancelled.*
  5. *You are allowed 20 minutes in which to prepare section 1. The maximum recording time for the whole assessment is 20 minutes.*
  6. *Announce THIS IS THE END OF THE RECORDING at the end of the assessment.*
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## SECTION 1: Individual oral commentary (part 2 works)

**Preparation time:** 20 minutes

**Recording time:** 10 minutes maximum

*Use ONE of the following questions as the basis for your commentary on your chosen passage.*

GENRE TO BE USED: Drama

EITHER: ( 2 ) What can you say about how the language used by the character(s) establishes their presence on stage and their reception by the audience?

OR: ( 5 ) Discuss the way in which the passage reveals the important themes of the play.

## SECTION 2: Oral presentation (part 4 works)

**Recording time:** 10 minutes maximum

*Deliver your prepared oral presentation based on two of your three part 4 works.*

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**Candidate declaration:** I confirm that this work is my own work and is the final version. I have acknowledged each use of the words or ideas of another person, whether written, oral or visual.

Candidate's signature:

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