

## Requirements and recommendations

The internal assessment should be conducted entirely in the target language, including the student's introduction (name, school and candidate information).

Internal assessment must not be rehearsed, since this may cause an unnatural flow of speech and will not reflect the student's ability to interact in the target language. However, it may be practised through similar activities.

## Using assessment criteria for internal assessment

For internal assessment, a number of assessment criteria have been identified. Each assessment criterion has level descriptors describing specific achievement levels, together with an appropriate range of marks. The level descriptors concentrate on positive achievement, although for the lower levels failure to achieve may be included in the description.

Teachers must judge the internally assessed work at SL and at HL against the criteria using the level descriptors.

- Different assessment criteria are provided for SL and HL.
- The aim is to find, for each criterion, the descriptor that conveys most accurately the level achieved by the student, using the best-fit model. A best-fit approach means that compensation should be made when a piece of work matches different aspects of a criterion at different levels. The mark awarded should be one that most fairly reflects the balance of achievement against the criterion. It is not necessary for every single aspect of a level descriptor to be met for that mark to be awarded.
- When assessing a student's work, teachers should read the descriptors for each criterion until they reach a descriptor that most appropriately describes the level of the work being assessed. If a piece of work seems to fall between two descriptors, both descriptors should be read again and the one that more appropriately describes the student's work should be chosen.
- Where there are two or more marks available within a level, teachers should award the upper marks if the student's work demonstrates the qualities described to a great extent. Teachers should award the lower marks if the student's work demonstrates the qualities described to a lesser extent.
- Only whole numbers should be recorded; partial marks, that is fractions and decimals, are not acceptable.
- Teachers should not think in terms of a pass or fail boundary, but should concentrate on identifying the appropriate descriptor for each assessment criterion.
- The highest level descriptors do not imply faultless performance but should be achievable by a student. Teachers should not hesitate to use the extremes if they are appropriate descriptions of the work being assessed.
- A student who attains a high achievement level in relation to one criterion will not necessarily attain high achievement levels in relation to the other criteria. Similarly, a student who attains a low achievement level for one criterion will not necessarily attain low achievement levels for the other criteria. Teachers should not assume that the overall assessment of the students will produce any particular distribution of marks.
- It is recommended that the assessment criteria be made available to students.

## Internal assessment details—SL

### Individual oral

**Duration: 8–10 minutes (plus 15 minutes of preparation)**

**Weighting: 20%**

This component is based on the options: cultural diversity, customs and traditions, health, leisure, science and technology.

The individual oral is divided into two parts.

<b>Supervised preparation time</b>	The student is shown two previously unseen photographs, with a title or caption, selected by the teacher. Each photograph is related to a different option studied in class.  The student chooses one of the photographs and prepares a presentation.	15 minutes
<b>Part 1: Presentation</b>	The student describes the photograph and relates it to the option and the target culture(s).	3–4 minutes
<b>Part 2: Discussion</b>	A discussion with the teacher based on the presentation follows. Discussion based on a topic from the other option studied may be introduced if that contributes to the interaction.	5–6 minutes

### Preparation

The teacher selects from different sources photographs of scenes or situations linked to the two options studied during the course, and gives a title to each photograph that should help the student focus on the option. The student is shown one photograph per option studied and chooses the one that will be used in the presentation. The student must not see the photograph prior to the examination, and has 15 minutes in which to prepare the presentation based on the photograph, relating it to one of the two options covered in class.

The photograph should enable the student to reflect on the culture(s) studied and should stimulate discussion following the presentation. Any text in the picture should be in the target language. It is recommended that the photographs be in colour and contain plenty of graphic text. The same photograph may be used with up to five students but the title or caption should be different for each student.

When students are shown the photograph at the time of the examination, they are allowed 15 minutes' preparation time and may write working notes (approximately 10 short points). These notes should be used for reference only and must not be read aloud as a prepared speech.

An effective photograph should:

- be relevant to at least one of the options studied in class
- be culturally relevant to the target language
- allow the student to describe a scene or situation
- allow the student to offer a personal interpretation
- enable the teacher to lead the student into a wider conversation
- be relevant and of interest to the students' age group.

The presentation should last 3–4 minutes and has to be within the context of the option of study to which the photograph refers. The student must not memorize or rehearse the presentation. Teachers should avoid interrupting the flow of the presentation unless the student needs guidance.

### Discussion

Following the presentation, the teacher should discuss the subject with the student. This part should last 5–6 minutes.

The purpose of this activity is for students to demonstrate that they are able to speak freely and coherently, expressing ideas, opinions and reflections upon what they have learned about the target culture(s). The discussion should:

- probe more deeply into the student’s understanding of the culture(s) reflected in the material
- encourage the student to express opinions and engage in a real conversation
- lead to further understanding of the topic
- challenge the student’s views in order to generate an authentic discussion
- induce a connection with the student’s own culture(s), for example, pointing out similarities or differences, or comparing the same situation in both cultures.

Teachers should not limit themselves to a question and answer format but should attempt to engage the student in an authentic discussion. Questions should be open, such as “why?” and “how?” and should not require a simple “yes” or “no” answer, thus enabling the assessment of the student’s interactive and receptive skills. Depending on the flow of conversation, the teacher may decide to introduce the other option studied.

### Conduct of the individual oral

- The individual oral must be scheduled during the second year of the course.
- Students should be given adequate notice of when the individual oral is to take place. The individual oral may take place in or out of the classroom.
- Recordings of the individual oral will be required for external moderation. Care should be taken to ensure that high quality recordings are sent for moderation.
- Under no circumstances should the recording be stopped, interrupted or enhanced.
- Procedures for the recording and sending of samples for moderation are provided each year in the *Handbook of procedures for the Diploma Programme*.
- It is essential that the teacher obtains details of the procedures from their Diploma Programme coordinator.
- The individual oral should last 8–10 minutes. The timings given for each part of the individual oral are approximate since they will depend on the flow of the discussion. The teacher is best placed to decide the appropriate moment to engage in the discussion. However, it is imperative that the discussion does take place.
- The teacher is encouraged to interact with the student but should avoid dominating the oral.

### The teacher’s role in conducting and assessing the individual oral

- The teacher must be aware that the purpose of the individual oral is to assess the student’s ability to produce, receive and interact in the spoken language.
- It is important that the teacher has a thorough knowledge of the assessment criteria.
- The type of questions asked should be adapted to the student’s ability.
- If a student fails to answer, it is acceptable for the teacher to repeat and/or rephrase the question.

- The teacher should avoid correcting the student.
- The teacher should allow sufficient time for the student to respond to questions.

## Interactive oral activity

### Weighting: 10%

This component is based on the core: communication and media, global issues, social relationships.

Three interactive activities will be carried out in the classroom during the course and assessed by the teacher. One of these must be based on a listening activity. The highest of the three marks will be submitted as the final mark for the interactive oral. Where there is only one student in the class, these activities should be carried out with the teacher.

Audio recordings of the interactive orals are not required.

Interactive oral activities should be developed from a range of material in the target language (for example, films, television programmes, advertisements, music videos and written texts) related to the culture(s) studied. Depending on the activity, material may be selected by the teacher or students or both.

The following are some examples of a whole-class activity for the interactive oral.

- A debate on a particular issue in a film watched in class
- A class discussion after listening to a piece of news on the radio
- A debate on a particular issue related to the target language or culture(s)
- A presentation of a particular topic followed by a whole-class discussion
- A discussion on a video or audio recording of a play or scenes from a play

The following are some examples of group or pair activities.

- A discussion of an article or news item
- A role play that may involve some element of decision-making or problem-solving
- An interpretation of a silent film
- A discussion on the possible conclusion of a film or television programme
- An exchange of information based on a variety of written and visual stimuli (for example, charts, timetables, photographs, surveys, street plans or maps, diary items, advertisements)
- A role-play interview between a character from a work of fiction and a student

The following are suggestions of recorded material, preferably authentic, that could be used for the interactive oral activities.

- Announcements
- Broadcast news and entertainment
- Debates and discussions
- Dialogues and conversations
- Instructions
- Podcasts and other electronic media
- Songs
- Speeches, lectures, presentations

During these activities, teachers should ensure that a balance of speaking and listening takes place so that both interactive skills can be assessed.