**Individual oral – standard level Language B Guide, First assessment 2020**

**Part 1: Presentation**

The student describes the visual stimulus andrelates it to the relevant theme and the targetculture(s).

**3–4 minutes**

**Part 2: Follow-up discussion**

The teacher engages the student on the themepresented in part 1, expanding on what thestudent has provided in the presentation.

**4–5 minutes**

**Part 3: General discussion**

The teacher and student have a generaldiscussion on **at least one additional theme**taken from the five themes around which thecourse is based.

**5–6 minutes**

**An effective visual stimulus is one that:**

• is clearly relevant to one of the five themes in the course

• is culturally relevant to the target language

• offers opportunities for students to demonstrate their international-mindedness

• offers sufficient visual text for students to describe a scene or situation

• allows the student to offer a personal interpretation

• enables the teacher to lead the student in a wider conversation

• is relevant and of interest to the student’s age group.

**Presentation**

During the presentation, the student should:

• provide a brief description of the visual stimulus

• relate the visual stimulus to the relevant theme from the course

• express his or her opinions on the ideas implied in the visual stimulus.

The presentation must be spontaneous and relate specifically to the content of the visual stimulus provided;pre-learned presentations on generic aspects of a course theme that do not directly focus on the ideas inthe visual stimulus provided will not score high marks.

**Follow-up discussion based on the visual stimulus**

Following the student’s presentation, the teacher initiates a discussion by asking questions about the themerepresented by the visual stimulus. These questions should:

• seek clarification or extension of observations made by the student in the presentation

• invite the student to interpret and evaluate ideas presented by the visual stimulus and the teacher

• encourage connections and comparisons with the student’s other cultural experiences

• provide the student with opportunities to demonstrate his or her understanding and appreciation of

the target language culture(s)

• encourage the student to engage in authentic conversation to the best of his or her ability.

This section of the individual oral assessment should last 4–5 minutes and should offer the student the

opportunity to demonstrate the ability to engage in authentic discussion on a topic. The teacher should

ask open-ended questions in order to offer the student the opportunity for authentic engagement, thus

facilitating an assessment of the student’s interactive skills.

**General discussion**

The teacher should signal that they are moving to the final section of the individual oral assessment in orderto prepare the student for the change of theme. The teacher may use a phrase such as “Let’s move on to thefinal section of the exam. First of all, I’d like to talk with you about [theme]”. This section lasts 5–6 minutesand should:

• introduce **at least one** additional theme

• seek clarification or extension of observations made by the student in relation to the additional

theme(s) broached

• invite the student to interpret and evaluate ideas that arise in the general discussion

• encourage connections and comparisons with the student’s other cultural experiences

• provide the student with opportunities to demonstrate their understanding and appreciation of the

target language culture(s)

• encourage the student to engage in authentic conversation to the best of his or her ability

• allow an assessment of the student’s interactive skills.