

## Further Oral Activity

**Weighting: 15%**

The further oral activities are intended to **address the relationship between language, meaning and context.**

Students are required to engage in at least **two** further oral activities, one based on part 1 (Language in Cultural Context) and one on part 2 (Language and Mass Communication) of the course. The **mark of the best activity is submitted** for final assessment; the marks of the other activities must be recorded and kept by the school.

These activities are an opportunity to explore some of the topics and learning outcomes in parts 1 and 2 of the course. Underpinning these is the issue and process of **intercultural understanding**. Through the examination of the cultural context of a text, including the way and the medium through which it is communicated, students will be able to engage with the process of intercultural understanding and thereby reflect on their own cultural practices. A **wide variety of activities** can be undertaken. Students are expected to choose their activity in consultation with the teacher and link it to one (or more) specific **learning outcome(s)**.

### Learning Outcomes

#### Part 1: Language in cultural context

- **Analyze how audience and purpose affect the structure and content of texts** (ex - the use of persuasive language in political speeches)
- **Analyze the impact of language changes** (ex - the disappearance of vocabulary and of languages themselves)
- **Demonstrate an awareness of how language and meaning are shaped by culture and context** (ex - the ways in which jargon and professional language are used)

#### Part 2: Language and mass communication

- **Examine different forms of communication within the media** (ex – advertising, news coverage)
- **Show an awareness of the potential for educational, political or ideological influence of the media** (ex – satire, propaganda)
- **Show the way mass media use language and image to inform, persuade or entertain** (ex - deliberate manipulation of audience, layout and use of images, overt and covert forms of bias)

Following the completion of the activity students are required to complete a **reflective statement** on the oral, **commenting on their performance and the progress** they made in achieving the aims they had set themselves. This must be retained by the school and may be required by the IB's assessment operations department.

There **must be a clear link between the activity and the texts that have been studied** in a particular part of the course.

A recording is not required or sent for external moderation. The maximum mark for the assessed further oral activity is 30.

## Examples of further oral activities

The following is a list of possible activities. This list is neither exhaustive nor compulsory. Please note that some are more applicable for part 1 texts and others for part 2 texts.

### Role play

- A dialogue between two public figures with a follow-up discussion highlighting the way meaning is constructed
- A public figure interviewed by the student as him/herself, or in another role (for example, a fellow politician)
- Advertising or public relations figures using language in a meeting to shape the view of a product, brand or public figure

### Dramatic presentation

- Writing and performing a scene concerning an issue encountered in the study of part 1 or part 2 of the course
- Re-enacting a particular cultural or historical moment with a different focus or interpretation in mind

### Oral presentation

- A formal speech based on an aspect studied in part 1 or part 2 of the course
- A report related to an aspect of part 1 or part 2 of the course, for example, comparing two newspaper articles on the same topic and identifying the stance taken by the newspapers
- An introduction to a particular topic, for example, the social and cultural contexts of a text
- The examination of a particular interpretation of a text or event
- The setting of a particular writer's text against another body of material, for example, details on social background or political views
- A commentary on the use of a particular image, idea or symbol in a text or texts studied
- A comparison of two texts in part 1 or part 2 of the course
- An account of a student's developing response to a text • A presentation on image as text
- A presentation highlighting the codes used in a particular visual text