

# SECTION 9: TOP FIVE TIPS FOR THE INDIVIDUAL ORAL (LANGUAGE AND LITERATURE)

1. While your teacher may guide you towards particular global issues to consider in literary and non-literary texts, it is important to remember that you have control and responsibility in finding and tracking global issues. You may find a particular issue—forced migration, for example—important to you, so feel free to track it, reflect on its representation and use it for the oral, even if it only features in minor ways in the texts you have studied.
2. While planning the oral, it is important to be sure that you are not using your supporting passages as a basis for a commentary. These passages are your support, they may provide a useful or important quotation and they may give you solid support for stylistic or literary features. Your oral should use the supporting passages, but only to support an argument about how the global issue is reflected in the literary work and the non-literary body of work as a whole.
3. When dealing with a short non-literary text such as an advertisement or an opinion column, be sure that you are not simply focusing on this short text, but on the “body of work” from which it originates (other advertisements by the same advertising firm or company, other opinion pieces by the same columnist). You may discuss how the global issue is handled in the rest of the work (the other small non-literary texts in the same “body of work”) or you may use the other texts as support for a discussion of relevant stylistic issues.
4. Use your learner portfolio. This is the place to note passages, reflect on issues you see in works and texts and begin to plan a possible individual oral.
5. Ask your teacher. Your teacher can give you advice on appropriate global issues, appropriate passages and even your own analysis. Look for feedback so that you can develop and deliver a strong individual oral.

Uses of the learner portfolio in Year 1 and Year 2 (with links to the Course Companions):

- Use pages 72–79, 192–209 and 32–325 of the Language and Literature Course Companion as guidance for the development of skills assessed in the individual oral. Use the models and exercises as support for your own practice. Your teacher will be able to provide additional guidance and samples assessed using the relevant criteria. Make sure you have access to the assessment criteria.
- Keep an ongoing record of the different global issues that relate to each of the works and non-literary “bodies of work” you have studied.
- Explore links that could be established between these works on the basis of common global issues they address.

- Explore how key passages in these works and texts approach one global issue through both form and content—it's a good idea to copy these passages into your learner portfolio (as jpegscans/photocopies) so that you have convenient access to them. Be sure to annotate these passages in the learner portfolio (see multiple examples in the Literature Course Companion), but remember that you must bring clean, unmarked copies of the extracts with you to the recording room along with your outline.
- Trace the evolution of your thinking and planning in connection with the global issue and how its definition and application to the works and texts have changed through time.
- Reflect on the challenges that this internal assessment poses for you and identify specific steps you intend to take to meet these challenges.