### **English A: Literature – Individual Oral & Global Issues**

The individual oral addresses the following prompt:

*Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied.*

*\*One of your extracts MUST be from a work in translation.*

#### **What is a “global issue”?**

A global issue incorporates the following three properties.

· It has significance on a wide/large scale.

· It is transnational (*it is relevant across many countries and places*).

· Its impact is felt in everyday local contexts (*it is a significant issue in people’s lives*).

**How to use the “fields of inquiry” as a starting point:**

Students may look to the fields of inquiry for guidance on a global issue to focus their orals on. These topics are intended as helpful **starting points** for students to generate ideas and derive a **more specific global issue** on which to base their individual oral. It should also be noted that there is the potential for significant overlap between the areas.

In selecting the global issue for their oral, students **must not simply select from the fields of inquiry** (which are too broad), but determine a specific issue for discussion that can be reasonably explored in a 10-minute oral.

· **Culture, identity and community**

Aspects of family, class, race, ethnicity, nationality, religion, gender and sexuality, and the way these impact individuals and societies. Issues concerning migration, colonialism and nationalism.

· **Beliefs, values and education**

Beliefs and values nurtured in particular societies and the ways they shape individuals, communities and educational systems. Tensions that arise from conflicts of beliefs and values, and ethics.

· **Politics, power and justice**

Rights and responsibilities, the workings and structures of governments and institutions. Hierarchies of power, the distribution of wealth and resources, the limits of justice and the law, equality and inequality, human rights, and peace and conflict.

· **Art, creativity and the imagination**

Aesthetic inspiration, creation, craft, and beauty. Shaping and challenging of perceptions through art, and the function, value and effects of art in society.

· **Science, technology and the environment**

The relationship between humans and the environment and the implications of technology and media for society. Scientific development and progress.

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# **Further explanation of global issues:**

Global issues are defined by **time and place**. For example, modern readers analyzing a 17th century literary text may find very different attitudes towards issues such as class or gender—similarly, studying contemporary texts from different regions may reflect differing perceptions of equality.

It is important to note that the term global issue need not necessarily be understood as a problem, obstacle or threat; it may also refer to a social phenomenon that is internationally significant but manifests itself in local contexts, such as living in a digital society.

The identification and selection of a global issue is meant to be an exploratory process. Just as students have the flexibility to use any of the texts from their course of study up until the time of the assessment, it is possible for students to start with a global issue as they plan their individual oral and change or refine this issue up until their final creation of the individual oral outline.

## **How to define a global issue:**

· **Find a pattern:** the student explores several bodies of work and/or works, notices a common global issue and selects extracts from two of them that best highlight the issue.

· **Top down:** the student feels passionately about a particular global issue and looks for corresponding extracts from the bodies of work and/or works studied.

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| **Global Issue Examples** |

· **The impact of systematic oppression on personal psychology**

· **The expression of human interaction with the natural world**

· **The question of moral identity in the face of war**

· **Interpretations of female beauty in literature**

· **The subversive role of humour in a work**

· **The impact of religion on gender equality**

**Ways to structure a global issue:**

· **As a question:** How do societies reconcile native and colonial influences?

· **As a statement:** Clash of individual conscience and governmental power

· **The impact of…**

· **The role of…**

· **The effects of…**

· **The importance of…**

**3 Examples – the Goldilocks approach (not too broad, not too specific, but just right!)**

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| **Scale** | **Description** | **Comments** |
| Field of inquiry | Politics, power and justice—corruption | Too broad. Insufficiently focused to be a useful lens for investigation |
| **Global issue** | **Corruption as an obstacle to achieving greater equality** | **Appropriate for presentation; works/texts engage the concern from varied perspectives** |
| Local issue | The government of a country has impeached their president on charges of corruption | Too specific for works to engage with this particular expression of the issue |

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| **Scale** | **Description** | **Comments** |
| Field of inquiry | Art, creativity and the imagination—freedom of expression | Too broad; insufficiently focused to be a useful lens for investigation |
| **Global issue** | **The effects of curtailing freedom of expression** | **Appropriate for presentation; works/texts engage with the issue from varied perspectives** |
| Local issue | A painter’s work is deemed too controversial to display in an exhibition. | Too specific for works to engage with this particular expression of the issue |

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| **Scale** | **Description** | **Comments** |
| Field of inquiry | Science, technology and the natural world—progress | Too broad; insufficiently focused to be a useful lens for investigation |
| **Global issue** | **The importance of finding a balance between progress and respect for nature** | **Appropriate for presentation; works/texts engage the concern from varied perspectives** |
| Local issue | The construction of a dam in a particular community | Too specific for works to engage with this particular expression of the issue |

**How do I pick the best extract? Make sure that your extracts allow you to...**

-Discuss how the work presents the global issue in some depth

-Give a thorough and nuanced analysis and evaluation of authorial choices in the extract

-Demonstrate knowledge and understanding of the work as a whole

**How should I structure my Individual Oral?**

**Suggestion:** Brief intro, 5 minutes on text one, 5 minutes on text two, brief conclusion in which you draw a few connections between the texts

\*There is nothing in the assessment criteria to indicate you need to directly compare the two texts, BUT Criterion C states that candidates need to "connect ideas in a cohesive manner." You will need to make some connections between the texts, rather than two five minute analyses superficially joined together.