**Individual oral commentary**

* Each student receives a 40-line passage from a work that he or she has studied for Part 4.
* Students do not know which passage they will receive on this internal exam.
* Each student has 20 minutes to prepare the passage.
* Students must then talk about their passage for a minimum of 10 minutes and a maximum of 15 minutes.
* All orals must be recorded. Some will be sent to the IB for moderation.
* After the 10th minute a 2 to 5 minute discussion may take place with the teacher.
* The IOC counts for 15% of the final grade.
* There should be an equal number of passages from all Part 4 works.

**Preparation time**

Students should be given a copy of the extract without any annotations or notes. The purpose of the preparation time is to enable students to consider all aspects of the text and to organize their commentary. Each student must prepare the individual oral commentary under supervision in a separate room. Students should make brief notes for reference, but must not read them as a prepared speech. During the preparation time students should have with them only the text, the guiding questions and writing materials.

**Guiding questions**

In addition to the text for commentary, students will be given a copy of two guiding questions at the beginning of the preparation time. One guiding question will focus on what is happening or being discussed in the text, and one question will focus on the language used. The questions should:

 • offer a possible starting point for the commentary

• relate to one of the most significant aspects of the text

 • refer to general details only, not to specific details in a particular line of the text

• allow the student to explore independently all significant issues dealt with in the text

• encourage the student to focus on interpretation of the text.

**Examples of guiding questions:**

 • How does the structure correspond to the overall meaning of the text?

• What elements of style are used to convey ideas, attitudes and feelings?

• How does the narrator’s point of view influence the reader’s understanding of the text?

• What does this text tell us about the relationship between X and Y?

• What is the main theme or idea in this text, and how has it been developed?

 • What atmosphere is the writer trying to create in the text?

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**The commentary**

Students are expected to demonstrate their ability to communicate in a sustained and organized manner. The commentary should not be a series of unconnected points concerning the text. Students are expected to use a register appropriate to the commentary. During the commentary students must focus only on the text. If the text is an extract from a novel, for example, the relationship to the whole text or other works by the writer should be mentioned only when relevant. Students should not use this activity as an opportunity to discuss everything they know about the larger text. They are encouraged to integrate responses to the guiding questions into the commentary. The teacher should allow students to analyze the text without interruption. The teacher should only intervene if students need positive encouragement, are finding it difficult to continue, or fail to comment on the text. The commentary should last for approximately 10 minutes.

 **Discussion and subsequent questioning**

Approximately five minutes should normally be allocated for this discussion. When the student has completed the commentary, the teacher is expected to engage in a discussion with the student. This discussion will give the student the opportunity to expand on particular statements made during the commentary. In the case of less confident students, teachers must draw them out on the original guiding questions to give them the opportunity to improve or expand on doubtful statements. Teachers must be satisfied that students have understood specific details as well as appreciated their importance within the extract. Teachers must be satisfied that students understand the significance of the passage within the whole work.

*Detailed procedures for this task are in the Handbook of procedures for the Diploma Programme.*