Workshop samples for Language and literature part 4 Internal Oral Commentary (IOC)

1. SAMPLE A *Hamlet*

The candidate is commenting on a passage from *Hamlet* which she correctly locates at the beginning of Act 5. Her comments tend to be rather general and she does not establish a thesis or a structure her comments tending to be descriptive rather than analytical. Comments like “he’s rather emotional” predominate rather than close analysis of the text from which a conclusion is drawn about the characters action or themes of the extract.

In criterion A while she clearly knows the play and the extract well and can discuss it freely her knowledge is stronger than her understanding, her focus on comic relief without analysis of the darker ironies in hamlet’s longer speeches, for example, but it is clearly adequate at 6.

In terms of criterion B she rarely analyses language and literary features and her account of the imagery associated with the dissolution of the body quickly moves away from any analysis of the language, though she identifies the humour in lines 28 but these comments are only tied to a general discussion of Hamlet’s character rather than focus on detailed analysis of the extract. She sees the passage as comic but does not fully explain how that effect is achieved through language and stage action and she tends to assert rather than analyse. 5

Generally then in terms of criterion C the commentary is “adequately” rather than “well” organised. She gives a lot of information about the extract and its context, notably his relationship to Ophelia. As noted, above, however a thesis or an organising principle is never made overt, though she does give an introduction and a conclusion and has focus on Hamlet’s character and contemplative nature. 3

Language is clear and appropriate with adequate accuracy though there are some odd mispronunciations – soliloquy for example, no doubt due to nervousness. 3

The teacher rightly moves the candidate to subsequent questioning at 12 minutes, ten minutes would be better so the discussion could be fuller. The candidate does not deal fully with the ideas about mortality the teacher is trying to elicit.

Final marks 6, 5, 3, 3. **17**