

IOC best practice tips

- Practice formal oral commentaries early and often: have students record themselves in self-selected passages; have them post digitalized recordings for peer and teacher replies.
- Have students act as teachers & candidates to each other, simulating the random draw of a Part 2 works; have them come up with their own guiding and subsequent questions.
- Remind students that their journey has included—at least—interactive orals from Part 1 of the syllabus (required with each Work in Translation) & individual oral presentations from Part 4 of the syllabus. They are foundationally prepared for an IOC.
- Link the skills of the oral commentary to that of the written commentary on an unseen passage for Paper 1: the fact that both products are labeled a 'commentary' should compel our connections of objectives.
- Have students develop useful lists of strategies:
 - for literary features (tone, mood, characterization, forms of irony, tropes, rhythmic and phonic devices, etc...)
 - for pragmatic approaches (title analysis, narrative consciousness, structural considerations, personal response, etc...)

HL extension to the IOC: discussion questions on a non-poetry Part 2 work

Concerning Gordimer's *July's People*:

1. What are the levels of significance in Gordimer's choice of title?
2. How does Maureen's preoccupation with "back there" square with the realities she encounters throughout the novel?
3. Are the helicopters at the end, and Maureen's running toward them, a clear indication of the final tone? How does this novel end?
4. Why does July offer to harbor the Smales' family? What's in it for him?
5. 'Art reflects life'; 'life reflects art'--which premise best reflects Gordimer's novel, whether upon first publication or subsequent reading?