

Assessment sheet 2.3: individual oral commentary – drama (teacher resource)

This example assessment sheet can be used for Part 2 of your IB English Literature course. It shows how the assessment grid could be completed for an IOC on a drama extract. The comments relate to the example student commentary on Shakespeare's *Macbeth*, on pages 63–5 of the IB *English Literature* coursebook.

This example assessment gives teachers some guidance about how to judge the level of an IOC; the marks awarded here have not been verified by the IB, but are based on the judgement of one experienced centre. You are strongly advised to have the full criteria (as published by the IB) in front of you whilst making any judgement about what marks to award an actual IOC.

Candidate: Sample SL student response (see coursebook pages 63–65)		Text extract taken from: <i>Macbeth</i> (William Shakespeare) Act 3 Scene 4 (see coursebook Text 2.7, pages 62–63)	
Criteria	Prompts	Comments	Mark
Criterion A: Knowledge and understanding of the extract	<ul style="list-style-type: none"> • How well does the student know the extract and the text as a whole? • Does the student show that they can interpret the text effectively? • Does the student refer to the language of the extract frequently? • Are these references carefully selected? 	<p>The candidate immediately places the extract in context demonstrating an excellent knowledge of the text; the commentary also ranges throughout the play as well as choosing excellent examples from the extract itself.</p>	9/10
Criterion B: Appreciation of the writer's choices	<ul style="list-style-type: none"> • Does the student talk about the language of the extract? • How well does the student show appreciation of the writer's language, structure, technique and style? • Does the student show that they understand how the writer's choices shape meaning? 	<p>The candidate talks effectively about the language of the extract, especially in terms of it as a piece of drama. There is good use of technical language although there is, perhaps, room for even more close analysis of the language of the extract. The teacher's question at the end allows the candidate to explore form in more detail and gain extra credit.</p>	9/10

Criterion C: Organisation and presentation	<ul style="list-style-type: none"> • Does the student structure the commentary successfully? • Is it always easy to follow? • Is there a sense of focus throughout the commentary? • Is that focus very clear and sustained? 	<p>This commentary is very well structured, with a clear opening and sensible conclusion. The candidate addresses the guiding questions and uses them effectively to help structure the commentary.</p>	<p>4/5</p>
Criterion D: Language	<ul style="list-style-type: none"> • Is the student's language clear? • Does it communicate effectively? • Is the register and style of the student's language appropriate to the task? • Is the commentary grammatically accurate? 	<p>Language is carefully controlled, accurate and precise throughout the commentary. Perhaps the candidate could have used the language of theatre and the stage even more; however, this is a very small criticism of an otherwise impressive performance.</p>	<p>5/5</p>
		<p>This commentary was awarded a very high mark.</p>	<p>27/30</p>

Note: This mark sheet is not an official IB document.