Revision practice

International Baccalaureate · IB Diploma · Language A: Literature · HL

1 Literary form and close reading

- personification
- ambiguity

Question 1

What does the phrase most directly suggest?

Available marks: 2.

Worked answer

Suspended movement and shared anticipation through personification.

Question 2

Explain the mechanism or reasoning in this original case: The classroom line the room held its breath gives a room a human action. The phrase can create tension without literally describing breathing walls.

Available marks: 4.

Worked answer

In the original classroom line, held its breath suspends ordinary movement and makes anticipation feel shared. Compare that interpretation with nearby details before claiming the phrase signals fear rather than excitement.

- Accurate relevant concept (1)
- Specific evidence from the case (1)
- Connected reasoning (2)

The classroom line is original practice, not a quotation from a prescribed work. / Avoid an effect word such as vivid without explaining what is made vivid and why it matters.

2 Comparative literary argument

- literary form
- retrospective narration

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■ Question 1

What is the best comparative focus?

Available marks: 2.

Worked answer

How each work's arrangement of time shapes its treatment of memory.

■ Question 2

Explain the mechanism or reasoning in this original case: A poem and a novel may both explore memory, but their forms create different experiences of time. A comparison should explain how form makes the shared concern distinct.

Available marks: 4.

Worked answer

Build a paragraph about how time is arranged in each work: repetition may return a poem to one moment while retrospective narration revises an earlier event. Explain how this difference shapes the reader's understanding of memory.

- Accurate relevant concept (1)
- Specific evidence from the case (1)
- Connected reasoning (2)

Do not imply every poem or novel works this way; verify the selected works. / Context should illuminate details rather than replace textual evidence with a history lesson.

3 Global issue and works in translation

- translation
- global issue

■ Question 1

Which pairing fits the English literature oral?

Available marks: 2.

Worked answer

One work originally written in English and one studied in English translation.

■ Question 2

Explain the mechanism or reasoning in this original case: A translated work can make a familiar issue appear through unfamiliar voices and conventions. Translation is part of the text's reception, not proof of a lesser work.

Available marks: 4.

Worked answer

For a focused issue about exclusion through naming, compare the chosen extracts'

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labels, narrative positions and consequences. Record the translator and edition, and avoid unsupported claims about wording in an original language you cannot read.

- Accurate relevant concept (1)
- Specific evidence from the case (1)
- Connected reasoning (2)

This literature oral does not pair a literary work with an advert. / School verifies text choices, reuse rules, extract length, notes and authenticity against the full guide.

4 Independent literary inquiry

- motif
- thesis

■ Question 1

What strengthens the inquiry most?

Available marks: 2.

Worked answer

Analysis of how the pattern changes, including evidence that complicates the thesis.

■ Question 2

Explain the mechanism or reasoning in this original case: A repeated image may change meaning as the work develops. The essay should follow that change rather than count every occurrence.

Available marks: 4.

Worked answer

Trace a selected image at the beginning, a turning point and the ending of the approved work. Compare its contexts and implications. Test the argument against an occurrence that appears to resist it before refining the thesis.

- Accurate relevant concept (1)
- Specific evidence from the case (1)
- Connected reasoning (2)

The HL essay is coursework, not an extra timed examination. / Confirm assessment reuse rules and citations with the teacher; a borrowed interpretation still needs acknowledgement.

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