

Exercise walk-through

1

Literary analysis; comparative essay · Reading literature for performance possibilities

International Baccalaureate · IB Diploma · Literature and Performance · SL

INTERNATIONAL BACCALAUREATE · IB DIPLOMA · LITERATURE AND PERFORMANCE · SL • EXERCISE SHEET

1 Supported focus – Reading literature for performance possibilities

Name: _____ Class: _____ Date: _____

Total: 10 marks

- KEY WORDS**
- comparative argument

• literary analysis

• close reading
- translation

• relevance

• evidence

• argument

• imagery

Objective

- Analyse voice, imagery and structure
- Compare two literary works through a focused argument

Original public practice; marks below are classroom self-check points, not official criteria.

1 Key knowledge and worked examples

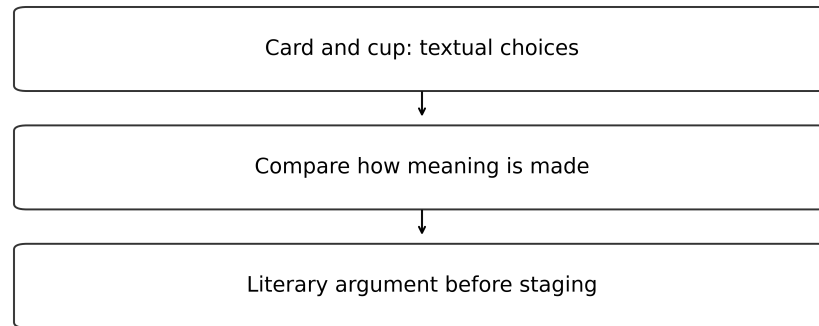
Literary analysis examines how choices create meaning; performance later

translates some effects into embodied and spatial choices.

The comparative essay remains an argument about two studied literary works, not a review of your performance.

A comparative argument explains a relationship through both texts. Use a shared question, then analyse a distinct choice in each text. “Both concern belonging” is a start, not a developed comparison. The original classroom context supplies no biography;

analyse wording before suggesting a broader interpretation.



Original diagram of the worked relationship; read the full wording and qualifications.

Worked example from the native lesson: For an original line the clock sounded louder after the door closed, analyse sound, absence and perception. Compare a similar concern in the school's actual texts using precise evidence and a question-led thesis.

■ Complete original case context

Original classroom texts, written for this supplement. They are not school-selected assessed works.

Text A – The label Every morning I polished the brass plate beside the door. It carried my father's name, and visitors asked for him even after I took charge of the shop. I answered their questions, found the parts, and wrapped each purchase. Still, at the door, they thanked the name on the plate. One afternoon I put a small card below it: "Ask for Leila." The next visitor read the card aloud, hesitated, and then asked me where the hinges were. I left the brass plate shining. The card stayed too.

Text B – A space on the shelf (original poem) I cleared a place beside the cup, not where the cup had been. The shelf kept its old circle; the new wood still looked clean. By evening, two rings darkened it. I did not rub them out.

Context supplied for this exercise: both texts are contemporary original classroom writing in English. No author biography, translation history or evidence about a real society is supplied. Compare what the wording permits; do not invent historical facts. A real course comparison must use the school's eligible studied works.

Exercise 2.1

2.1 What is a literary inference from the original line? Explain using the worked method. [1]

3 Exam-style questions

Use the complete original case context in section 1.

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3 Exam-style questions

Use the complete original case context in section 1.

2.1 The character's perception of sound is sharpened by the new absence. For an original line the clock sounded louder after the door closed, analyse sound, absence and perception. Compare a similar concern in the school's actual texts using precise evidence and a question-led thesis.

Correct response linked to the given case.

Exercise 3.1

3.1 Compare how both texts represent making a place for a new identity. Write a complete comparative paragraph with quotations. [3]

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3.1 Both texts make identity visible through a small addition rather than complete replacement. In A, “Ask for Leila” gives the worker a public name beside the inherited brass plate, turning unnamed labour into recognition. In B, “beside” rather than “where” preserves the old cup’s place while creating another. A’s hesitation before a visitor speaks Leila’s name stages a social adjustment; B’s two darkened rings make coexistence visible without a visitor. The difference is between recognition through language and belonging through shared space, not a simple opposition between keeping and destroying the past.

Sound conclusion or proposed method. Relevant supporting steps or textual evidence. Accurate conditions, checks or qualification.

Exercises 3.2-3.3

3.2 Identify one contrasting reading that complicates a wholly optimistic interpretation of A, without inventing biography. [3]

3.3 Explain how you would transfer this method to two actual studied works and what must be verified before making historical-context claims. [3]

Exercises 3.2-3.3

3.2 Identify one contrasting reading that complicates a wholly optimistic interpretation of A, without inventing biography. [3]

3.2 Leila must add a request to be recognised, and the visitor hesitates, so recognition is not automatic. Keeping the shining plate may suggest respect, but could also show the inherited name retains authority. Both readings need the supplied details and should remain interpretations, not claims about the author's family.

Sound conclusion or proposed method. Relevant supporting steps or textual evidence. Accurate conditions, checks or qualification.

3.3 Explain how you would transfer this method to two actual studied works and what must be verified before making historical-context claims. [3]

3.3 Choose a question-led comparison, select precise scenes and authorial choices from both works, and test a counter-reading. Verify editions, eligible works, reliable contextual evidence and the relevance of that context to textual details. A general biography cannot replace analysis.

Sound conclusion or proposed method. Relevant supporting steps or textual evidence. Accurate conditions, checks or qualification.