

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

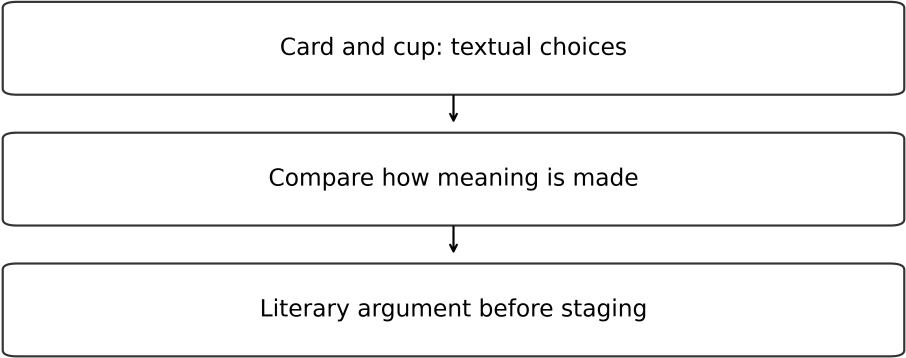
Original public practice; marks below are classroom self-check points, not official criteria.

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.

2 Practice

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.

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