

Exercise walk-through

3

Individual oral · A global issue across literary and non-literary work

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

3 Supported focus – A global issue across literary and non-literary work

Name: _____ Class: _____ Date: _____ **Total: 10 marks**

- KEY WORDS**
- close reading
 - evidence
 - global issue
 - diction
 - detail
 - translation
 - rehearsal

Objective

- Form a focused global issue and select relevant extracts
- Balance extract analysis with whole-work or body-of-work discussion

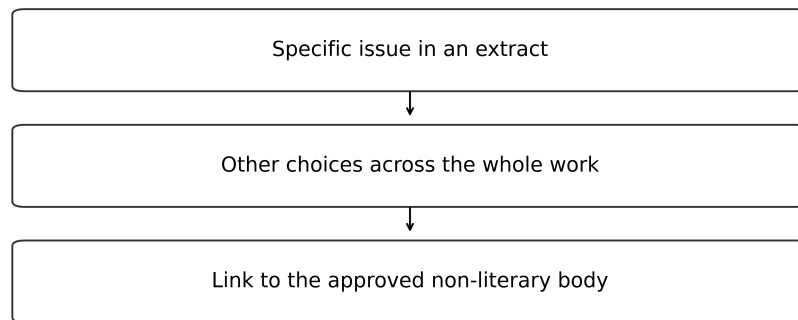
Original public practice; marks below are classroom self-check points, not official criteria.

1 Key knowledge and worked examples

The global issue should have wider significance and operate in local contexts.

For this course, connect a literary work and a non-literary body of work; explain how choices construct the issue in extracts and beyond them.

A global issue must be focused enough to trace through specific choices. “Recognition of inherited and emerging identities” is more focused than “identity”. In Language and Literature, the assessed oral connects one eligible literary work with one eligible non-literary body of work. An original story and one classroom notice can rehearse links, but do not become the school’s assessed pairing or a complete body of work.



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

Worked example from the native lesson: Select an extract where labels shape a character's treatment and a related text from an approved non-literary body of work. Compare how diction and framing operate, then show where the pattern continues or changes across each work.

■ 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 Which pairing belongs to this course's oral? 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 One literary work and one non-literary body of work exploring the same global issue. Select an extract where labels shape a character's treatment and a related text from an approved non-literary body of work. Compare how diction and framing operate, then show where the pattern continues or changes across each work.

Correct response linked to the given case.

Exercise 3.1

3.1 Form a focused issue from Text A, and give an extract-level observation plus a whole-text connection. [3]

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3.1 “How inherited names affect recognition of a new worker” is focused. At extract level, visitors thank the plate rather than Leila; the card makes her name visible. Across the whole short text, the movement from polishing the inherited name to keeping both labels complicates a simple rejection of inheritance. For a real oral, make whole-work connections across the actual studied work rather than treating this short story as the full qualification’s reading.

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

Exercise 3.2

3.2 Using the repair notice from sheet 1 as a rehearsal , propose a cautious connection to access and recognition. Explain why one notice is insufficient to claim an assessed body of work. [3]

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3.2 The desk-help footer recognises readers who cannot independently book; its prominence can be compared with who is named and addressed in the story. The connection needs a clearly stated issue and evidence rather than asserting identical situations. A body of work and its eligibility require school selection and fuller source context; one original classroom notice cannot establish that requirement.

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

Exercise 3.3

3.3 Outline a balanced oral rehearsal and two follow-up questions. Separate what can be checked in writing from live evidence still needed. [3]

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3.3 Introduce the issue; analyse the literary extract and wider work; analyse the non-literary extract and wider body; compare and qualify the findings. Ask “Which detail challenges your reading?” and “Where else does this issue change in the work?” Written planning can check focus and references. Teacher-led interaction, eligible sources, permitted notes and actual recorded performance remain required.

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