

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

Name: _____ Class: _____ Date: _____

Total: 10 marks

KEY WORDS close reading • global issue • translation • rehearsal
• evidence • diction • detail

Objective

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

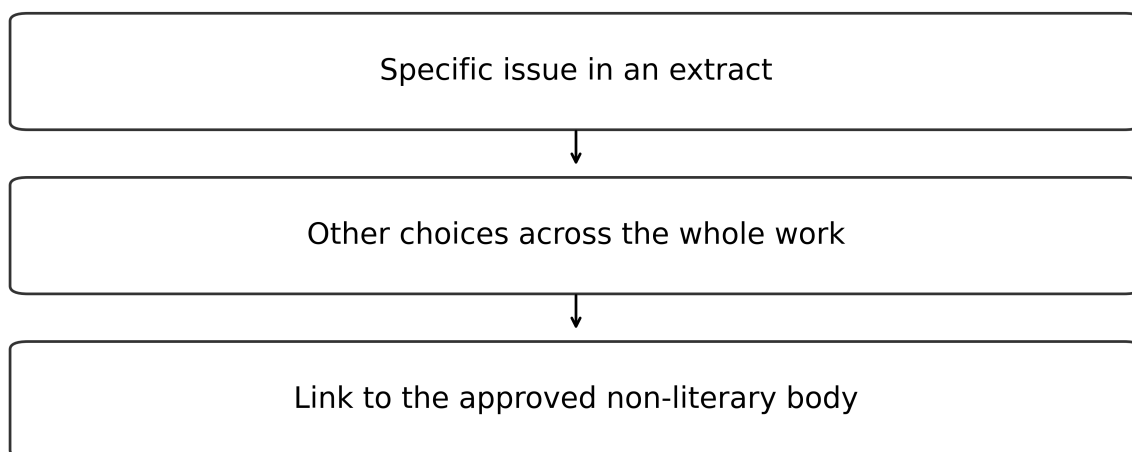
Original public practice; marks below are classroom self-check points, not official criteria.

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.

2 Practice

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.

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

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]

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]
