

Exercise walk-through

2

Time and space; intertextuality

- **Comparative literary argument**

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

2 Supported focus – Comparative literary argument

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

- KEY WORDS** retrospective narration • comparative argument
- close reading
 - translation
 - relevance
 - evidence
 - argument

Objective

- Compare choices in two literary works
- Use context and contrasting readings to develop a reasoned interpretation

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

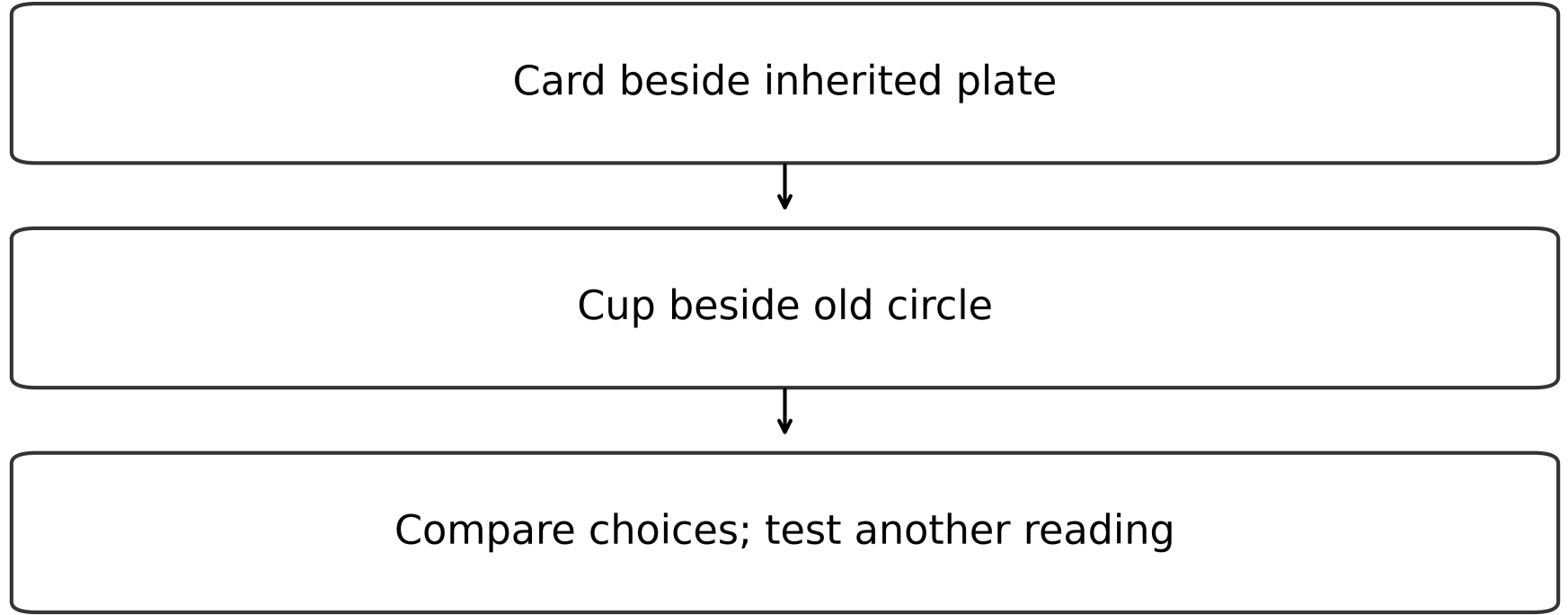
1 Key knowledge and worked examples

A lyric can compress a moment while a novel develops events across a longer narrative.

Paper 2 requires a comparative argument about two studied works, supported by precise knowledge and authorial choices.

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: 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.

■ 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 the best comparative focus? 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 How each work's arrangement of time shapes its treatment of memory. 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.

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.