

Exercise walk-through

3

Individual oral · Global issue and works in translation

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

3 Supported focus – Global issue and works in translation

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

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

Objective

- Select a focused issue across original-language and translated works
- Analyse extracts and whole works in a supervised oral

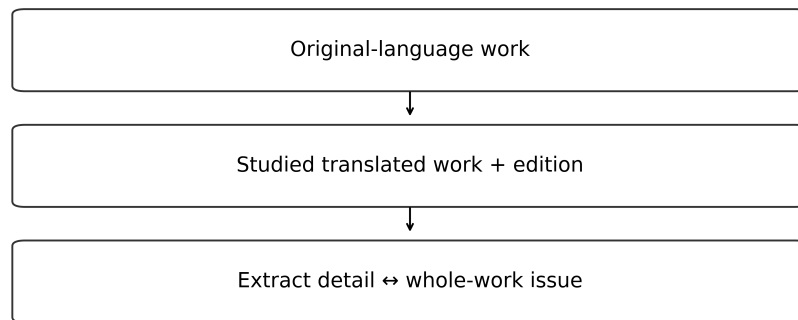
Original public practice; marks below are classroom self-check points, not official criteria.

1 Key knowledge and worked examples

The oral connects one work originally written in the language studied and one studied in translation through a global issue .

Balance detailed extract analysis with the issue's treatment across both whole works.

The Literature oral connects one eligible work originally written in the studied language and one studied in translation . Record the translator and edition, and discuss the language actually available to you. A focused issue can connect extracts, but the analysis must also reach both whole works. These two original English classroom texts are not an eligible original/translation pairing; use them only to practise selection and qualification.



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

Worked example from the native lesson: For a focused issue about exclusion through naming, compare the chosen extracts' labels, narrative positions and consequences. Record the translator and edition, and avoid unsupported claims about wording in an original language you cannot read.

■ 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.

Exercises 2.1·3.1

2.1 Which pairing fits the English literature 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 about recognition using Text A, identify two useful extract details, and name what evidence is absent for an assessed Literature oral pairing. [3]

Exercises 2.1·3.1

2.1 Which pairing fits the English literature oral? Explain using the worked method. [1]

3 Exam-style questions

Use the complete original case context in section 1.

2.1 One work originally written in English and one studied in English translation. For a focused issue about exclusion through naming, compare the chosen extracts' labels, narrative positions and consequences. Record the translator and edition, and avoid unsupported claims about wording in an original language you cannot read.

Correct response linked to the given case.

3.1 Form a focused issue about recognition using Text A, identify two useful extract details, and name what evidence is absent for an assessed Literature oral pairing. [3]

3.1 An issue such as “Inherited names and recognition of new workers” can use visitors thanking the plate and the “Ask for Leila” card. The exercise supplies no studied translated work, translator or edition, and no approved whole-work pairing. It cannot certify the assessed oral requirement.

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

Exercises 3.2-3.3

3.2 A student claims a translated adjective proves exactly what the source-language author intended. Write a more careful analytical sentence and explain the missing evidence. [3]

3.3 Plan how to balance an extract detail with a wider-work claim, then give a follow-up that tests the claim. Explain the live evidence still required. [3]

Exercises 3.2-3.3

3.2 A student claims a translated adjective proves exactly what the source-language author intended. Write a more careful analytical sentence and explain the missing evidence. [3]

3.2 “In this translation, the adjective presents the speaker as hesitant; this wording supports a cautious reading of the scene.” Assessing the original word or the translator’s intervention requires the original text, linguistic competence and reliable comparison. A translation can be analysed without pretending access to unavailable wording.

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

3.3 Plan how to balance an extract detail with a wider-work claim, then give a follow-up that tests the claim. Explain the live evidence still required. [3]

3.3 Identify a recurring choice in the approved extract, connect it to a different scene in the same work, and test whether an ending or contrasting voice complicates the issue. A follow-up is “Where does the work resist your interpretation?” The school must verify the two eligible works, procedures and notes; teacher-supervised discussion and recording are separate from written planning.

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