

Paper 2 → HL/SL 1:45

★ Answer **one** question. Compare and contrast **two** of the works you have studied.

1. How do **two** of the works you have studied portray the struggle to be understood?
2. Some literary texts, although set in a particular place or time, convey ideas that are universal. In what ways is this true in **two** of the works you have studied?
3. Discuss how **two** works you have studied present concepts of good and bad, not as absolute notions, but as a matter of individual perception.
4. Referring to **two** works you have studied, discuss how the author has created a convincing “world”.

This is a comparative essay so students should always bear in mind that explicit comparison <i>and</i> contrast of works are the key to paper 2.
Students should use in-depth knowledge of the works they have studied and show how the meaning is shaped by authorial choices. When using works that are made up of a number of texts, students should refer to at least two or three texts within the work.
Successful essays will answer and remain focused on the question.
Interpretations and conclusions need to be supported by detailed references to the works (with no requirement to include quotations – this might include brief accounts of sections of the works).
The focus of the discussion should be text-based rather than on broader issues such as context or global issues.
Teaching specific pre-established essay structures is unlikely to lead to good results: focus should be on students structuring their essays in a way meaningful to them instead.
Teachers should encourage students to have an authentic, flexible engagement with the works.
The identification of literary features for its own sake is inappropriate – they should always be used to show how meaning is shaped.
Teachers should help students develop their written expression and personal voice.
Teachers are encouraged to be adventurous in the choice of works they teach: students are more likely to be successful in this component when comparing and contrasting works which engage them and are meaningful to them than when writing about works which do not speak to them no matter how canonical they may be. Students should be unafraid to compare works from different literary forms.