

6.11 Developing commentary

Name: _____ Class: _____ Date: _____

Total: 12 marks

Objective

Build the skills to sustain a **line of reasoning** 推理线索.

You must be able to:

- define a line of reasoning
- state how it is communicated
- explain what sustaining it over a long text requires
- test whether the claims are in the right order

1 Worked examples

Study these first. Each one shows the method for a task used later.

■ Definition

The logical sequence of claims that work together to defend the overarching thesis statement.

■ Communication

Through commentary that explains the logical relationship between the thesis and the claims and evidence within the body.

■ Sustaining it

Over a long text, the risk is that each paragraph makes a good local point and the points do not add up. Each claim must be shown to follow from the last and to advance the thesis.

■ The order test

Try swapping two paragraphs. If nothing breaks, they were not in a sequence—they were a list, and the essay has claims but no line of reasoning.

2 Practice

2.1 Define a line of reasoning and state how it is communicated.

[2]

2.2 State the risk in a long-text essay. [2]

2.3 The order can be tested.

(a) State the test. [2]

(b) State what each claim must be shown to do. [1]

3 Exam-style questions

3.1 If two paragraphs can be swapped with nothing breaking, the essay has [1]

- **A** a list rather than a line of reasoning
 - **B** a strong sequence
 - **C** no claims
 - **D** no evidence
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3.2 A line of reasoning is communicated through [1]

- **A** commentary
 - **B** quotation
 - **C** summary
 - **D** the title
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3.3 An essay's four paragraphs each make a good point about a novel.

(a) State what has not yet been established. [1]

(b) Explain how to establish it. [2]

4 Go further

- work through the **6.11 Developing commentary** lesson on the **Learn** page;
- read the **Longer Fiction or Drama II** section of the AP English Literature handout on the **Know** page.

Solutions

2.1 the logical sequence of claims defending the thesis, communicated through commentary explaining the relationship between thesis, claims and evidence.

2.2 each paragraph may make a good local point while the points do not add up to a defense of the thesis.

2.3 (a) swap two paragraphs and see whether anything breaks. (b) that it follows from the last and advances the thesis.

3.1 A. a list.

3.2 A. commentary.

3.3 (a) that the four points form a sequence defending one thesis. (b) write each topic sentence so it names how this claim follows from the previous one and what it adds to the thesis.