4 Supported focus – A sustained line of inquiry

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

KEY WORDS focused inquiry • line of inquiry • translation • transition • evidence • argument • detail • thesis

Objective

- Develop a focused line of inquiry into a selected work or body of work
- Revise a 1200–1500-word analytical argument with accurate citation

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

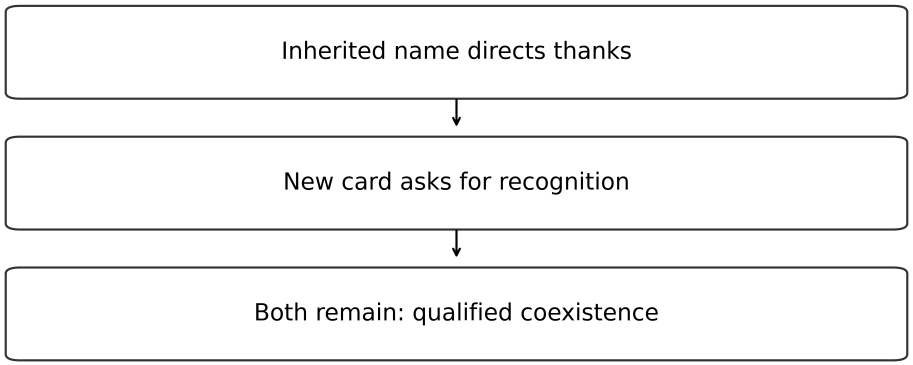
1 Key knowledge and worked examples

A **transition** links ideas. For example, "however" can introduce a contrasting reading. The link must follow from the ideas; adding a linking word cannot repair a missing argument.

The HL essay develops an independent line of inquiry using studied material and detailed analysis.

Choose evidence that advances the argument and acknowledge complications rather than repeating a thesis.

A line of inquiry connects several choices to an interpretation that develops across a work. For the complete original short story "The label", ask: "How do labels and acts of naming complicate Leila's attempt to claim a place in the shop?" Plan the opening inherited label, the mismatch between labour and thanks, the new card and hesitation, then the retained plate. Test a counter-reading: preserving the plate may express continuity, but can also preserve unequal recognition. The full model in the companion is a classroom analytical essay, not an assessed essay on a school-approved work. Never submit or count it as personal coursework.



Worked steps: Inherited name directs thanks → New card asks for recognition → Both remain: qualified coexistence

Worked example. Ask how a recurrent contrast constructs belonging across a selected work. Trace changes in the pattern and analyse moments that resist the initial reading. Revise topic sentences so each contributes a distinct step in the argument.

Practice material

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 What gives the essay coherence? Explain using the worked method. [1]

3 Exam-style questions

Use the complete original case context in section 1.

3.1 Develop a thesis and paragraph sequence that answers the supplied inquiry, including a counter-reading rather than merely listing images. [3]

3.2 Explain why counting every name is weaker than tracing naming's changing function. Identify one detail that tests a claim of complete liberation. [3]

3.3 Use the complete model as a method example, then state the exact steps needed for a personal 1200–1500-word HL essay on an eligible studied work. [3]