

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

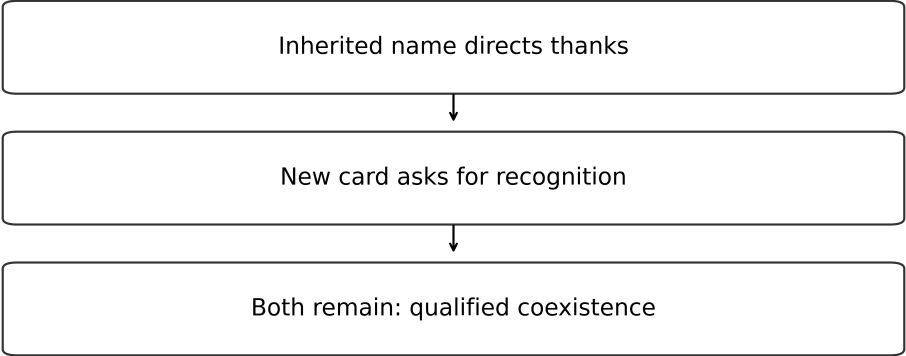
Original public practice; marks below are classroom self-check points, not official criteria.

1 Key knowledge and worked examples

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.



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

Worked example from the native lesson: 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.

■ 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.

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]
