

Supported focus — English non-literary analysis

Supported focus preparation

Method and conditions



- Visual hierarchy makes some information prominent.
- Text type; audience and purpose; distinguish intended and measured effects.

Worked method 1

Read and reason

Visual hierarchy makes some information prominent. The large invitation draws attention; the smaller safety limit narrows the promise. Link a visible choice to a possible reader response using “may” or “invites”. Do not claim an actual booking increase without response data. Analyse the supplied image as well as its words.

Original context 1

Read and reason

Original non-literary stimulus — Library repair session notice. Use the actual supplied notice image with this text. Large heading: “A second life for a small object”. Main visual: a broken line becomes an unbroken line beside a lamp symbol. Prominent instruction: “Book a place by Friday”. Smaller text: “Saturday, 10:00–12:00. Library meeting room. Bring one battery-powered object. No damaged batteries.”

Original context 2

Read and reason

Inspection does not guarantee repair.” Footer: “Need help booking? Ask at the library desk.” The notice is an original classroom design, not a real event announcement. Its audience is local library users who may have a small broken object. Its purpose is to encourage a booking while communicating limits. A reader’s actual response has not been measured.

Attempt 1.1

Read and reason

Analyse how heading, visual and booking instruction work together. Include two precise details and one qualification about audience response.

Reasoning 1.1

Read and reason

The heading's "second life" frames repair as renewal, while the broken-to-unbroken line beside the lamp gives that change a visual form. "Book a place by Friday" converts interest into a specific action and deadline. These choices may prompt users with broken objects to book, but no response data establishes that every reader will do so.

Attempt 2.1

Read and reason

Explain the relationship between the invitation and the smaller limitations. Does “Inspection does not guarantee repair” contradict the notice’s purpose?

Reasoning 2.1

Read and reason

The invitation encourages participation, while the battery and repair limits define eligibility and avoid an unlimited promise. The qualification can support informed participation rather than cancel the purpose. Analyse its smaller prominence as a tension in how readily readers may notice it, without assuming they all miss it.

Attempt 3.1

Read and reason

Compare a reader comfortable booking online with one who needs help. Which visible feature broadens access, and what additional evidence would test its effect?

Reasoning 3.1

Read and reason

The desk-help footer gives a route for readers needing assistance. Its effect could be tested by observing enquiries and bookings or asking readers whether they noticed and understood it. The notice alone supplies an invitation, not measured inclusion.

Transfer and limits

Read and reason

Text type; audience and purpose; distinguish intended and measured effects.

Check yourself

Read and reason

Close the worked reasoning. Explain why the method fits the final transfer task, reconstruct its conclusion, and state a condition that would change your answer. Then check the full reasoning in the reference.