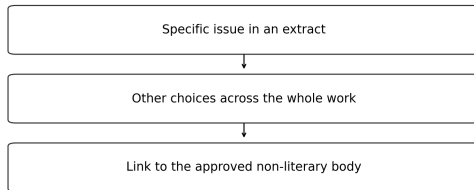


Supported focus — A global issue across literary and non-literary
work

Supported focus preparation

Method and conditions



- A global issue must be focused enough to trace through specific choices.
- Close reading; distinguish literary work and non-literary body of work.

Worked method 1

Read and reason

A global issue must be focused enough to trace through specific choices. “Recognition of inherited and emerging identities” is more focused than “identity”. In Language and Literature, the assessed oral connects one eligible literary work with one eligible non-literary body of work.

Worked method 2

Read and reason

An original story and one classroom notice can rehearse links, but do not become the school's assessed pairing or a complete body of work.

Original context 1

Read and reason

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.

Original context 2

Read and reason

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.

Original context 3

Read and reason

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.

Original context 4

Read and reason

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.

Attempt 1.1

Read and reason

Form a focused issue from Text A, and give an extract-level observation plus a whole-text connection.

Reasoning 1.1

Read and reason

“How inherited names affect recognition of a new worker” is focused. At extract level, visitors thank the plate rather than Leila; the card makes her name visible. Across the whole short text, the movement from polishing the inherited name to keeping both labels complicates a simple rejection of inheritance.

Reasoning 1.2

Read and reason

For a real oral, make whole-work connections across the actual studied work rather than treating this short story as the full qualification's reading.

Attempt 2.1

Read and reason

Using the repair notice from sheet 1 as a rehearsal, propose a cautious connection to access and recognition. Explain why one notice is insufficient to claim an assessed body of work.

Reasoning 2.1

Read and reason

The desk-help footer recognises readers who cannot independently book; its prominence can be compared with who is named and addressed in the story. The connection needs a clearly stated issue and evidence rather than asserting identical situations. A body of work and its eligibility require school selection and fuller source context; one original classroom notice cannot establish that requirement.

Attempt 3.1

Read and reason

Outline a balanced oral rehearsal and two follow-up questions. Separate what can be checked in writing from live evidence still needed.

Reasoning 3.1

Read and reason

Introduce the issue; analyse the literary extract and wider work; analyse the non-literary extract and wider body; compare and qualify the findings. Ask “Which detail challenges your reading?” and “Where else does this issue change in the work?” Written planning can check focus and references. Teacher-led interaction, eligible sources, permitted notes and actual recorded performance remain required.

Transfer and limits

Read and reason

Close reading; distinguish literary work and non-literary body of work.

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.