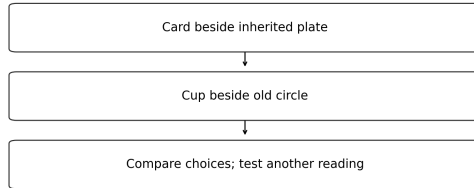


Supported focus — Comparative literary argument

Supported focus preparation

Method and conditions



- A comparative argument explains a relationship through both texts.
- Close reading; comparative claim; context versus biography.

Worked method 1

Read and reason

A comparative argument explains a relationship through both texts. Use a shared question, then analyse a distinct choice in each text. “Both concern belonging” is a start, not a developed comparison. The original classroom context supplies no biography; analyse wording before suggesting a broader interpretation.

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

Compare how both texts represent making a place for a new identity. Write a complete comparative paragraph with quotations.

Reasoning 1.1

Read and reason

Both texts make identity visible through a small addition rather than complete replacement. In A, “Ask for Leila” gives the worker a public name beside the inherited brass plate, turning unnamed labour into recognition. In B, “beside” rather than “where” preserves the old cup’s place while creating another.

Reasoning 1.2

Read and reason

A's hesitation before a visitor speaks Leila's name stages a social adjustment; B's two darkened rings make coexistence visible without a visitor. The difference is between recognition through language and belonging through shared space, not a simple opposition between keeping and destroying the past.

Attempt 2.1

Read and reason

Identify one contrasting reading that complicates a wholly optimistic interpretation of A, without inventing biography.

Reasoning 2.1

Read and reason

Leila must add a request to be recognised, and the visitor hesitates, so recognition is not automatic. Keeping the shining plate may suggest respect, but could also show the inherited name retains authority. Both readings need the supplied details and should remain interpretations, not claims about the author's family.

Attempt 3.1

Read and reason

Explain how you would transfer this method to two actual studied works and what must be verified before making historical-context claims.

Reasoning 3.1

Read and reason

Choose a question-led comparison, select precise scenes and authorial choices from both works, and test a counter-reading. Verify editions, eligible works, reliable contextual evidence and the relevance of that context to textual details. A general biography cannot replace analysis.

Transfer and limits

Read and reason

Close reading; comparative claim; context versus biography.

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.