

How to approach Q4

1) With different highlighters, mark the main overarching points that makeup arguments from the different sources in the insert. (make sure you 'get the point' of each source i.g. what is it that really is said, why it is said, how do they know)) **Do this during your initial 5 min reading time!**

2) Choose the recommendation you feel most comfortable with writing about/choose to agree or disagree with a statement.

3) On the blank pages (or scrap paper), make two lists - one with reasons 'for' and one with reasons 'against' the recommendation/agree or disagreement (quickly, just the main points so you have an overview)

4) Consider all the points of the lists and see how they are contradicting each other.

4.1) Ensure that you have these overarching considerations included in your answer (of which you can at least develop 4 points):

- reference to scale of impact
- reference to different consequences and implications for

individuals/groups/government/world

- how long it might take to make a difference
- barriers to change
- the power of collective action, e.g. cooperation between
- the influence of individuals and groups on decision making
- the role of vested interests and power differences
- potential conflicts of interest
- difficulties in planning and coordinating improvements
- cost and access to resources to implement change
- other reasonable response

(these are the main bullet points from the marking scheme, of course, they need to be context specific - that's your job during the exam)

5) Write your essay

5.1) Introduce by stating your recommendation/agree or disagree and the main idea why you think so.

5.2) then, develop each of the points you make in the list (3).

5.3) ensure that you have **at least 4 fully** developed points to get Level 5 marks.

5.4) try to write why you did not choose the other recommendations/agree or disagreement (to reinforce the consideration of different arguments/perspectives)

5.5) wrap your essay up as in a conclusion and refer back to the introduction in which you state the recommendation/agree or disagreement.

Ensure that you write academically. Meaning, you as a critical thinker must stay neutral/objective. This is kind of a 'role-play' in which you write to a government, for example. The reasons you give must be persuasive for the audience to accept your proposal. Hence, your essay must be clear, logical and one point must flow nicely into the next so it is an overall solid argument/piece of writing.

Opening: State your recommendation/(dis)agreement with a statement and why in one sentence. (1 min)

Paragraph one: (4 min)

- Write a topic sentence that **supports** the opening
- Write as many reasons as possible that explains the topic sentence
 - Ensure that this is connected with one of the bullet points of 4.1)
- Include a piece of evidence by, not limited to, connecting your paragraph with a part of the insert that proves the topic sentence to be true.

Paragraph two: (4 min)

- Write **another** topic sentence that **supports** the opening
- Write as many reasons as possible that explains the topic sentence
 - Ensure that this is connected with **another** one of the bullet points of 4.1)
- Include a piece of evidence by, not limited to, connecting your paragraph with a part of the insert that proves the topic sentence to be true.

Paragraph three: (4 min)

- Write **another** topic sentence that **supports** the opening
- Write as many reasons as possible that explains the topic sentence
 - Ensure that this is connected with **another** one of the bullet points of 4.1)
- Include a piece of evidence by, not limited to, connecting your paragraph with a part of the insert that proves the topic sentence to be true.

Paragraph four: (4 min)

- Write a topic sentence that **has a different perspective/opposes** the opening
- Write as many reasons as possible that explains the topic sentence
 - Ensure that this is connected with **another** one of the bullet points of 4.1)
- Include a piece of evidence by, not limited to, connecting your paragraph with a part of the insert that proves the topic sentence to be true.

Paragraph five: (4 min)

- Write **another** topic sentence that **has a different perspective/opposes** the opening
- Write as many reasons as possible that explains the topic sentence
 - Ensure that this is connected with **another** one of the bullet points of 4.1)
- Include a piece of evidence by, not limited to, connecting your paragraph

with a part of the insert that proves the topic sentence to be true.

Paragraph six: (2 min)

- Conclude by summing up the main ideas from para two - five and repeat/link back to the opening.

Note:

- A developed point means a complete thought about a point you want to make. It must have an explicit answer/statement, at least two reasons why you think so and preferably evidence to show how you came to your answer/statement and reasons. In the written examination, evidence isn't always needed as long as you have a completed well thought out consideration.
- A definition of a paragraph is: "A paragraph is a group of sentences about **one** idea". Hence, each developed point deserves its own paragraph because you develop that particular idea. When you go to the next idea, then also start a new paragraph.
- There are several ways of formatting a paragraph. One format is like this:
 - Topic sentence (explicitly writing what the paragraph is about)
 - Supporting sentences (reasons)
 - Evidence (including examples)Another format is PEEL
 - Point (the point you want to make)
 - Example (evidence)
 - Explanation (putting the evidence in the correct context)
 - Link (to the next paragraph, conclusion, introduction)
- Be confident in **your** writing. Write how it is, not how you think it is. Try to avoid 'I think, I believe, my opinion, etc' as it is not about you. It is presenting different reasons **that** supports the argument you try **other people** to accept.
- Within the supporting paragraphs, you are allowed to make references to the other recommendations/(dis)agreement of statement. However, they shouldn't be leading.