

6 Optional Writing: perspectives and argument

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS counterargument • perspective • evidence • argument

Objective

- Analyse multiple perspectives and develop a position
- Support reasoning with relevant examples
- Organise and express an argument clearly

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

1 Key knowledge and worked examples

The optional ACT Writing task gives an issue and three perspectives, with 40 minutes for the complete essay. Develop your own position and analyse its relationship to at least one supplied perspective. You may adopt, qualify or challenge a supplied view. Your stance itself is not a reason for a higher score; the quality of the argument matters.

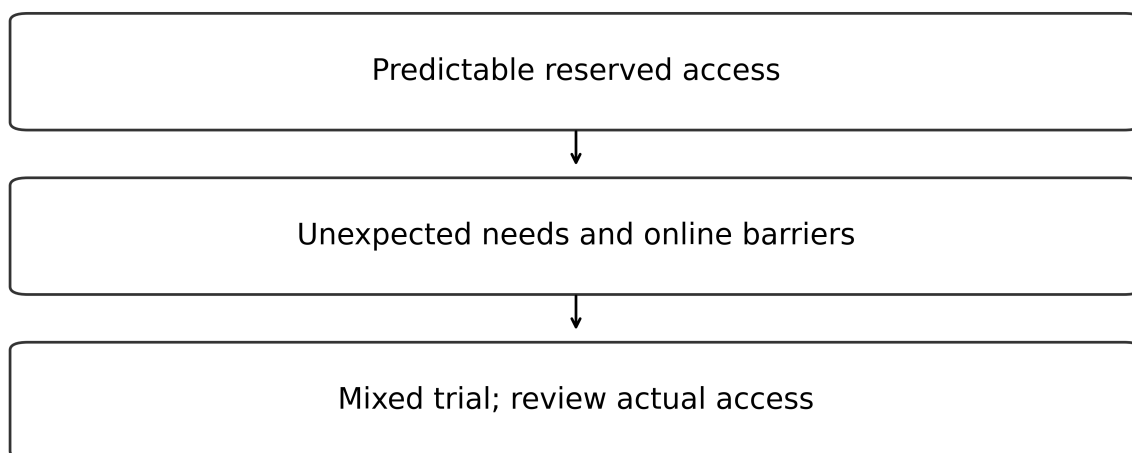
Separate agreement about the goal from agreement about the method. Identify a perspective's assumption, likely benefit and limitation. A relationship statement should say where your position agrees or differs and why. Do not spend the essay merely restating the three views, or assume that listing all three amounts to analysis.

Development connects a reason to a specific example and explains its implications. A hypothetical example is acceptable as reasoning practice when it is clearly hypothetical; do not invent statistics and present them as measured evidence. Respond to a serious objection, including the conditions under which it would matter. A qualified policy can be stronger than an absolute claim unsupported by its examples.

Organise paragraphs around the argument's needs: position, developed reasons, engagement with another perspective and a coherent conclusion. This is a possible structure, not an official paragraph-count rule. A suggested practice budget is 6 minutes to plan, 29 to draft and 5 to revise; adjust it after timed trials. Revision checks reasoning, connections, precise wording and sentence control. Local checks teach these moves; the complete essay requires teacher review across four domains and is not exact-string graded or converted into an invented official score.

An argument needs a position, a reason and an explained connection. A counterargument tests the position rather than acting as a token objection. Distinguish what a

perspective actually says from a stronger claim you find easier to attack. Plan by decision criteria: predictable access, spontaneous access, administration and fairness.



Worked steps: Predictable reserved access → Unexpected needs and online barriers → Mixed trial; review actual access

Worked example. Original issue: should a community learning centre require advance booking for all equipment? Perspective 1: required booking reduces queues and makes schedules predictable. Perspective 2: open access lets people respond to needs that arise unexpectedly. Perspective 3: a combined system should reserve some capacity while preserving walk-in access. A defensible position is to reserve high-demand machines in peak hours and leave a portion available for walk-ins. This agrees with predictability as a goal but limits compulsory booking because urgent repairs cannot always be planned. Model development: “A resident whose only printer fails before an interview needs access that evening. If every slot must have been reserved yesterday, a nominally fair rule prevents an urgent use. Keeping one walk-in slot per hour would protect such access, though staff would need a clear queue rule to avoid arbitrary exceptions.” The example explains the policy’s mechanism and trade-off; it does not establish a universal optimal percentage.

■ Practice material

Writing issue. A community learning centre has a small number of shared tools. Should every use require advance booking?

Perspective 1: Requiring bookings for all tools makes access predictable and prevents visitors travelling only to find everything occupied.

Perspective 2: Walk-in access is important because people may discover a need unexpectedly or be unable to book online.

Perspective 3: A mixed system can reserve some capacity while retaining walk-in access, but staff must explain and administer the rules.

Write a sustained argument stating your own position, analysing its relationship with all three perspectives, and developing reasons and examples. This is original classroom practice, not an official prompt, timed form or score prediction. No official word minimum is asserted here.

2 Practice

2.1 A strong relationship statement does what? [1]

- **A** Copies a perspective only
- **B** Explains agreement or disagreement and why
- **C** Ignores alternatives
- **D** Lists unrelated facts

2.2 Best support for a device policy? [1]

- **A** Everyone knows it is best
- **B** A relevant classroom example with explained effects
- **C** An unrelated sports result
- **D** A slogan

2.3 A reason challenging your position is a _____. [1]

2.4 A teacher can infer an official ACT writing score from one automated grammar check. [1]

3 Exam-style questions

Use the complete original case context in section 1.

3.1 Plan a position and explain how it relates to each perspective without describing them as identical. [3]

3.2 Write the complete argument. Then identify a concession that changes or limits your own recommendation. [3]

3.3 Evaluate the model's perspective relationships, evidence and qualification. Identify one further local fact needed before implementation. [3]
