4.6 Using methods of development

Name: _____ Class: _____ Date: _____ **Total: 17 marks**

KEY WORDS narration • personal experience • anecdote • deliberately • typical • commentary

Objective

Build the skills to use **narration** and **personal experience** as evidence in an argument, and to explain what the story proves.

You must be able to:

- choose a story that supports a claim
- tell a story briefly and with precise detail
- explain what the story shows

1 Key knowledge and worked examples

■ Stories as evidence

strength	risk
vivid and memorable	one case may not be typical
shows feeling and detail	can replace reasoning
builds the writer's ethos	can wander from the claim

■ Using a story well

1. Choose a story that shows the claim clearly.
2. Tell it **briefly**: two or three sentences, with one or two precise details.
3. **Explain** it: what does it show, and why does it matter?
4. Where possible, show that it is typical, or pair it with other evidence.

■ Worked example

Task: use a story to support "Time outdoors helps students focus."

Answer: "Last spring my teacher moved our math class to the courtyard for one week. The same students who stared at the clock in the classroom finished their problems early. The change suggests that space and fresh air, not only lessons, shape attention, which is why schools should plan regular outdoor classes."

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2 Practice

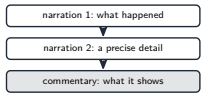
2.1 Identify one strength and one risk of using a personal story as evidence. [2]



2.2 Explain why a story used as evidence should be followed by commentary. [3]



2.3 A student argues that part-time jobs teach responsibility. Write two sentences of narration that could support this claim and one sentence of commentary. [3]



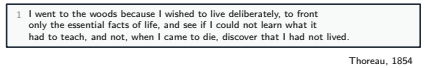
3 Exam-style questions

3.1 Read the passage.

> "I went to the woods because I wished to live deliberately, to front only the essential facts of life, and see if I could not learn what it had to teach, and not, when I came to die, discover that I had not lived."

Henry David Thoreau, *Walden*, 1854

(a) Identify the reason Thoreau gives for going to the woods. [1]



(b) Explain what Thoreau means by living "deliberately". [1]

(c) Explain how this personal story serves as evidence for his argument. [1]

3.2 Thoreau claims that a simple life close to nature helps people "live deliberately".

Write one paragraph that argues how far time in nature makes people's lives better. Use a brief story (real or realistic) as one piece of evidence, and explain what it shows. [6]



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Solutions

Marking: **M1** a correct method, **A1** the correct answer, **B1** an independent mark.

Each answer shows the steps, then the **result**.

2.1

a strength, for example: it is vivid or memorable, or builds trust; a risk, for example: it may not be typical, or may replace reasoning

2.2

a story can be read in many ways; commentary tells the reader what the story proves about the claim; so the story serves the argument instead of standing alone as entertainment

2.3

two brief sentences of narration with a precise detail, for example: “When I started at the bakery, I was late twice in my first week. After my manager showed me the empty shelves my lateness caused, I was never late again.”; the story clearly relates to responsibility; commentary that explains what it shows, for example that seeing the effects of their actions on others teaches young workers responsibility

3.1

(a) he wished to live deliberately

(b) living with purpose and attention, choosing what matters rather than following habit

(c) his own experiment shows readers that a simpler life is possible and worth trying, giving his ideas the weight of experience

3.2

thesis: a clear, qualified position on the value of time in nature

evidence: a brief, specific story with a precise detail; a second piece of evidence, for example a fact, a study or another example

commentary: commentary that explains what the story shows and links it to the claim; commentary that explains the second evidence and shows the story is not just one case

sophistication: a complex point, for example that access to nature is unequal, or that Thoreau’s cabin was near town, so the benefit is attention, not isolation

model: “Time in nature makes lives better, not because the woods are magic but because they make us slow down. On a school trip I spent one silent hour by a lake with no phone; for the first time in weeks I noticed my own thoughts. Doctors in Japan call this ‘forest bathing,’ and studies of it report lower stress after even short walks. Yet many city families have no forest nearby, so the real lesson of Thoreau is attention: a city park, used deliberately, can do much of the same work.”

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