

Solutions

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

2.1

- disputable — a reasonable reader could deny it; specific — it says something particular rather than general

2.2

- it takes no position, so nothing follows from it and there is nothing to defend

2.3

(a)

- it takes no position and could preface any essay

(b)

- any defensible, specific rewrite, e.g. “Homework helps least where it is set to fill time rather than to practise a skill”

3.1 C

- it is specific, disputable, and points to a line of reasoning

3.2 B

- an outline is not an argument

3.3

(a)

- a specific, disputable position on the prompt

(b)

- the clause giving the reason or the mechanism, e.g. “because the cost falls on the students least able to change their own schedule”

3.4

- *Row A — Thesis (1)*. The point requires a claim that could be argued against and that stakes out a position of the writer’s own. **Earns it:** “Coursework should replace examinations only where the subject’s real work is cumulative; in subjects that assess recall under pressure, the examination is not a poor proxy for the skill but the skill itself.” **Does not:** “There are advantages and disadvantages to both sides” (no position), or “Coursework is better than exams” with no ground of judgment stated. *Row B — Evidence and Commentary (0–4)*. Evidence in an argument essay is the writer’s own — examples, analogies, hypotheticals, data the writer supplies — and the commentary must link each piece to the **line of reasoning**, not merely to the thesis. 4 points: at least two developed lines, each with evidence and explicit reasoning, and the relationship between them made clear. A common ceiling at 3 is an essay whose

paragraphs are each individually sound but never say why one follows the other. 2: evidence present but commentary restates it. 1: assertion without evidence. *Row C* — *Sophistication (1)*. Earned by, for example, situating the argument in a **broader context** (what the school believes assessment is for), or by carrying an alternative view genuinely rather than as a straw man — conceding that examinations do measure something real before limiting the concession. Vivid style alone never earns Row C