

5.1 Describing the line of reasoning

Name: _____ Class: _____ Date: _____

Total: 11 marks

KEY WORDS style 文体

Objective

Build the skills to describe a line of reasoning in a passage whose **organisation** is complex.

You must be able to:

- trace reasoning that is interrupted by a digression or a long example
- describe reasoning that runs from effect back to cause
- identify a reasoning move that is made by structure rather than by a stated claim
- separate the order of presentation from the order of dependence

1 Worked examples

Study these first. Each one shows the method for a task used later.

■ Presentation against dependence

A passage may present C, then A, then B while B depends on A and A on C. The line of reasoning is the **dependence**, not the page order. Say so where they differ.

■ Reasoning backwards

Some arguments begin from a visible effect and work back: this is happening, so something must be producing it. That is a legitimate line of reasoning and should be described in its own direction.

■ Structural moves

Placing two paragraphs side by side can assert a parallel without any sentence claiming it. Naming that as a reasoning move — an implied comparison — is a strong observation.

2 Practice

2.1 State the difference between the order of presentation and the order of dependence.[2]

2.2 Explain how an argument can reason from effect to cause. [2]

2.3 Two paragraphs are placed side by side with no stated connection.

(a) State what the placement may assert. [1]

(b) State how you would describe it. [1]

3 Exam-style questions

3.1 A line of reasoning is best described as the order of [1]

- | | |
|---|---|
| A | B |
| C | D |
- A** paragraphs on the page
B dependence between claims
C sentences by length
D evidence by date

3.2 An argument that begins with an observed effect and infers a cause is [1]

- | | |
|---|---|
| A | B |
| C | D |
- A** invalid by definition
B a legitimate line of reasoning
C a summary
D a concession

3.3 A passage interrupts its argument with a two-paragraph anecdote.

(a) State one legitimate function the interruption may serve. [1]

(b) Explain how you would show it does or does not serve the reasoning. [2]
