5.1 Analytical Writing: Analyze an Issue

Name: _____ Class: _____ Date: _____

KEY WORDS qualification • objection

Objective

Develop a focused response to the specific Issue instruction; Use reasons, examples and qualifications; Organise and revise analytical writing for clarity.

Original public tasks and locally authored marking guidance. No official score is assigned.

1 Key knowledge and worked examples

qualification : A limit that makes a position more precise.

objection : A reason against a position.

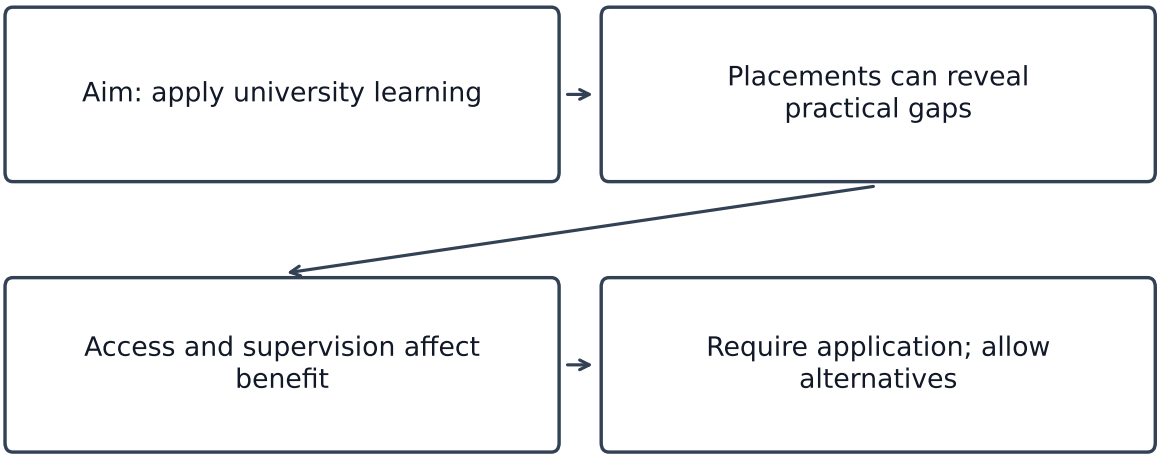
The standard short GRE has one 30-minute Analyze an Issue task. Its specific instruction controls what you must discuss.

Choose a position with a reasoned scope. You may qualify a general claim rather than simply agree or disagree.

Explain examples. An anecdote alone does not show why a policy produces the claimed effect.

Consider a serious objection and answer it. Revise organisation and clarity; the emphasis is analysis, not ornate vocabulary.

A qualified position might support work experience in professional courses while allowing research alternatives in theoretical programmes. Explain how experience builds practical judgement, then consider unequal access to placements and a fair alternative.



Weigh the aim against access and supervision before recommending placements

2 Practice

2.1 Original Issue prompt: “Universities should require every degree student to complete a work placement.” Discuss how far you agree. Explain circumstances in which the recommendation would or would not be useful, using reasons and examples. Plan a qualified position before reading the model.

3 Exam-style questions

3.1 Without reusing the model's examples, write a paragraph arguing the strongest case for a universal placement requirement. Then explain one condition that weakens that case and revise your thesis accordingly. This is original classroom practice, not an official scored response.

Solutions

2.1 I support a requirement to connect university study with work, but a single compulsory placement is too narrow for every degree and every student. Universities should normally offer supervised practical experience while allowing a demanding alternative when a placement would add little learning or create an unfair barrier. The important test is whether the experience helps students apply and examine what they have learned.

In many professional subjects, a placement can reveal a gap between understanding a rule and using it. Consider a hypothetical engineering student who can calculate an ideal load correctly. In a supervised workshop, the student may also need to explain assumptions to a technician, notice a damaged component and record a change in the design. These activities require judgement that a written calculation alone may not show. A university can strengthen this learning by asking the student to connect a workplace decision with a course principle and explain the limits of the model used.

This benefit does not mean any period in an office is educational. If a placement consists mainly of unrelated routine work, attendance becomes evidence of time spent rather than of learning. A useful requirement needs supervision, appropriate duties and reflection. Where these conditions cannot be met, a carefully assessed project with a real client may achieve more than a nominal placement. The university should judge the demonstrated learning, rather than assume that a workplace address guarantees it.

Access also matters. A student with caring responsibilities may be unable to accept a distant or unpaid role. Requiring that role could reward financial flexibility more than ability. This is a reason to provide funded local opportunities and flexible schedules, rather than a reason to abandon practical learning entirely. If adequate support remains unavailable, an alternative project should ask for comparable independence, communication and evaluation, so that the adjustment preserves academic demand.

Some theoretical programmes raise a further difficulty. A student preparing for research in pure mathematics may gain more from an extended investigation than from an available commercial placement. Research still involves planning, criticism and communication, even when it produces no immediate product. Allowing a supervised research route recognises a different form of application without suggesting that theoretical students need no experience beyond lectures.

A universal work-placement rule therefore confuses a valuable educational aim with one particular method. Universities should require substantial application and reflection, and they should make placements a strong option where suitable work and support exist. They should also accept well-designed alternatives when these better meet the learning goal. This qualified policy preserves the benefits of experience while avoiding an empty or unfair attendance requirement.

3.1 A defensible case is that a common minimum prevents departments from offering application only to students already confident enough to seek it. Develop how universal participation could broaden access and create a clear responsibility for the university. A weakening condition is lack of suitable supervised places: universality alone cannot create educational work. A revised thesis can require application for all while accepting equivalent projects where placements fail the stated educational standard. Other well-developed positions are valid. Review task fit, mechanisms, examples, counterargument

and clarity; there is no uniquely correct stance or official score here.

Local review checklist: follow every response instruction; support the answer with the stated evidence; explain rejected alternatives or an opposing view; check scope, restrictions and clarity. For writing, this is a formative checklist, not an official rubric score.