

Solutions

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

2.1

- one mark each for **context**, **issue** and **position**
- e.g. “Calculators have been standard equipment in maths lessons for a generation. Some teachers argue that using one from the first lesson prevents students from ever developing number sense. I believe calculators should be allowed, but only after the method has been mastered without one.”

2.2

- **claim**: reading for pleasure improves writing most
- **support**: wide readers absorb sentence patterns and their writing varies in rhythm
- **link**: connecting it to what schools should do

2.3

- add a condition, consequence or recommendation
- e.g. “School uniform is worth keeping, but the argument only holds while the uniform is genuinely cheap: the moment a school specifies a supplier and a badge, the saving it was defended for disappears.”

3.1

- **content (4)**: position, two developed arguments, a fairly stated counter-argument answered, a conclusion that adds
- **language (4)**: appropriate register, varied linking, accurate and varied sentences

3.2

- any **two**: it announces the essay rather than beginning it; it takes **no position**; “there are many arguments on both sides” is true of every topic; it wastes three sentences on no content