



Academic literacy resources for History and Geography in the OIB

Handbook



This handbook was written by Ann Elisabeth Jones and Catharine Driver of The EAL Academy with the assistance of colleagues at The British Section of the Lycée International at Saint-Germain-en-Laye.

Some materials have been adapted from:

- QMU London Thinking Writing Project - www.thinkingwriting.qmul.ac.uk
- OIB past exam papers - www.asiba.fr/past-oib-examination-papers
- The Organisation for Economic Co-operation and Development (OECD)
- *World Urbanisation Prospects* - The 2014 Revision

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Introduction

Our approach to producing these resources is underpinned by certain principles which – in the spirit of the handbook itself – we would like to make explicit.

We see oracy as crucial to the development of academic literacy. Some of the activities here, such as Sequencing and Justification and Transverse, serve the function of talk as a bridge to writing; they give the opportunity to develop thinking and practise the more formal and abstract language of writing. They will be additions to schools' current oracy-rich practices.

We aim to make the process of writing as explicit as possible, from planning to final draft. Most of the resources here focus on the features of whole texts, such as essays. As well as using these materials, we would encourage teachers to write their own model essays and answers, which can then be used in a number of ways to support knowledge of how successful texts work. One example would be analysing a good introduction.

Our summary of the writing process for the increased demands of the OIB is as follows:

1. Oral discussion of the topic is the essential starting point for all writing tasks. Being able to talk about new knowledge using the appropriate subject - specific vocabulary enables students to 'build the field' and work out what they think and want to say.
2. Reading a model or sample of similar writing will help students understand what they are aiming for. These models can be a student's writing from previous years or something especially written by the teacher.
3. Explicit exploration of language features in a model will help students to see how the expert essay writer crafts an answer, rather than just putting down their knowledge in any order. For example, demonstrating the use of discourse markers or analytical verbs (see Analytical Verbs for History) .
4. Visible shared writing by the teacher on the board enables students to try out new styles and improve phrasing and paragraphs before writing their own versions.
5. Explicit planning frameworks (see, for example, Planning To What Extent Question) ensure that students have marshalled their thesis and evidence carefully before starting to write.
6. Providing time to proof-read, edit and redraft some pieces of writing is a good idea. You can use an editing/marking framework to support this.

We would like to acknowledge the work done in other places which have contributed to our understanding, in particular the Thinking Writing team at Queen Mary, University of London, the Tower Hamlets Sixth Form Tutors' Network and the Literacy Trust.

Catharine Driver, Ann Elisabeth Jones July 2018

SECTION 1

Exploit, organise and compare information



Concept map on migration

Concept map guidelines

Concept maps are a way of representing links between factors.

Lines can be drawn between different points and notes made on them. For example, on this map a line could be drawn between the model theory and the information about Polish doctors, noting 'pull factor'.

The full name of the theory could be given.

Concept maps are a good way of revising a topic. Alternatively, they can be used early on to establish what prior knowledge students have of a topic.



Writing about movement and growth (for line graphs)

Sample paragraph:

The price soared during 2010. It then plummeted over the next two years. Finally, at the end of 2013 it steadied. Then the price began to climb steadily until the end of 2016, when it slipped back slightly.

Down		Up	
Verb	Noun	Verb	Noun
fall	a fall	grow	growth
decline	a decline	rise	a rise
decrease	a decrease	Increase	an increase
drop	a drop	climb	a climb
reduce	a reduction	surge	a surge
dip	a dip	leap	a leap
sink		shoot up	
plummet		soar	
slip back		rocket	

No movement		A high or low
Verb	Noun	Noun
steadies	steady	zenith
remains constant	constant	nadir
stabilises	stable	trough
stays the same		peak
plateaus		plateau

Adjectives (to describe movement): slight, gradual, sudden, steep, gentle, steady, sharp, spectacular, dramatic, significant (rise/fall/increase etc)

Example: *There has been a gradual increase in output since 2017.*

Adverbs (to describe movement): slightly, gradually, suddenly, steeply, gently, steadily, sharply, spectacularly, dramatically, significantly

Example: *During the last three years, exports have been increasing gradually.*

Suggested activity:

- Read the line graph your teacher has provided
- Write a paragraph describing it in detail.

Additional Support

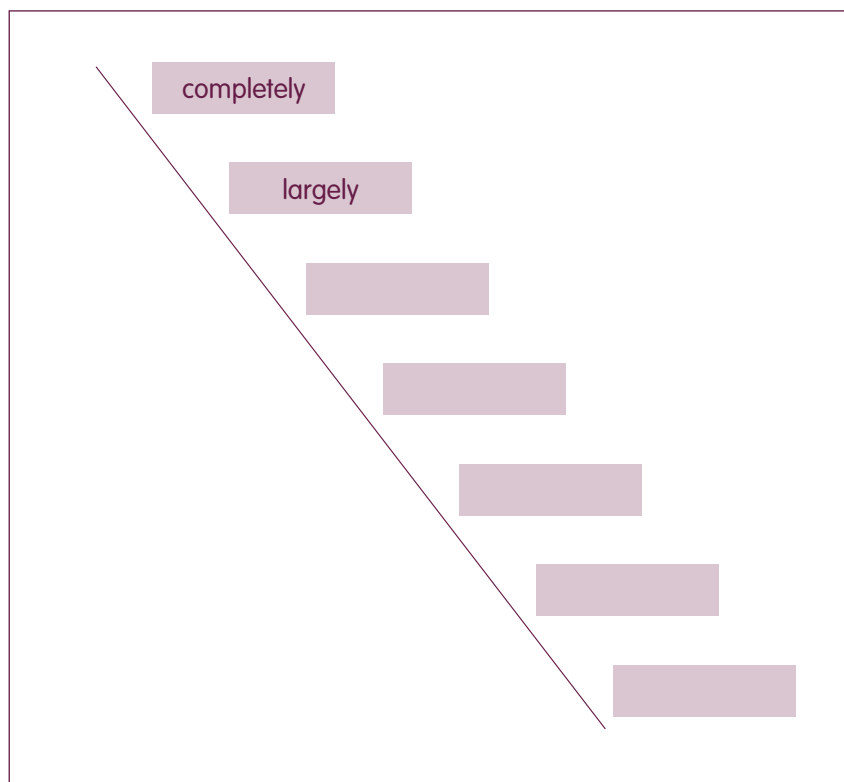
You can think about shades of meaning using adverbs or place them on the vocabulary cline below.

Example: *This phenomenon is predominantly/mostly/partly caused by...*

Words to use for strength: partly, mainly, predominantly, largely, essentially, mostly, overwhelmingly, completely, significantly.

Words to use for certainty: certainly, probably, possibly, undoubtedly, definitely, likely.

Words to use for frequency: regularly, occasionally, usually, sometimes, always, never.



Writing about quantities, proportions and pie charts

Use these phrases to complete the table. One is done as an example

Equivalent fractions:

two fifths, a half, a tenth, a fifth, a quarter, a third, three quarters, three fifths, two thirds, four fifths, four tenths

Descriptions:

Most, some, almost all, a few, a high/low/small/large proportion, the majority, the minority, less than half, more than a half, nearly half, one in ten, one in five etc

Percentages/proportions	Equivalent fractions	Descriptions
10%		
20%		
25%	a quarter	
33.3%		
40%		
50%		
60%		
66.6%		
75%		
80%		the majority
90%		

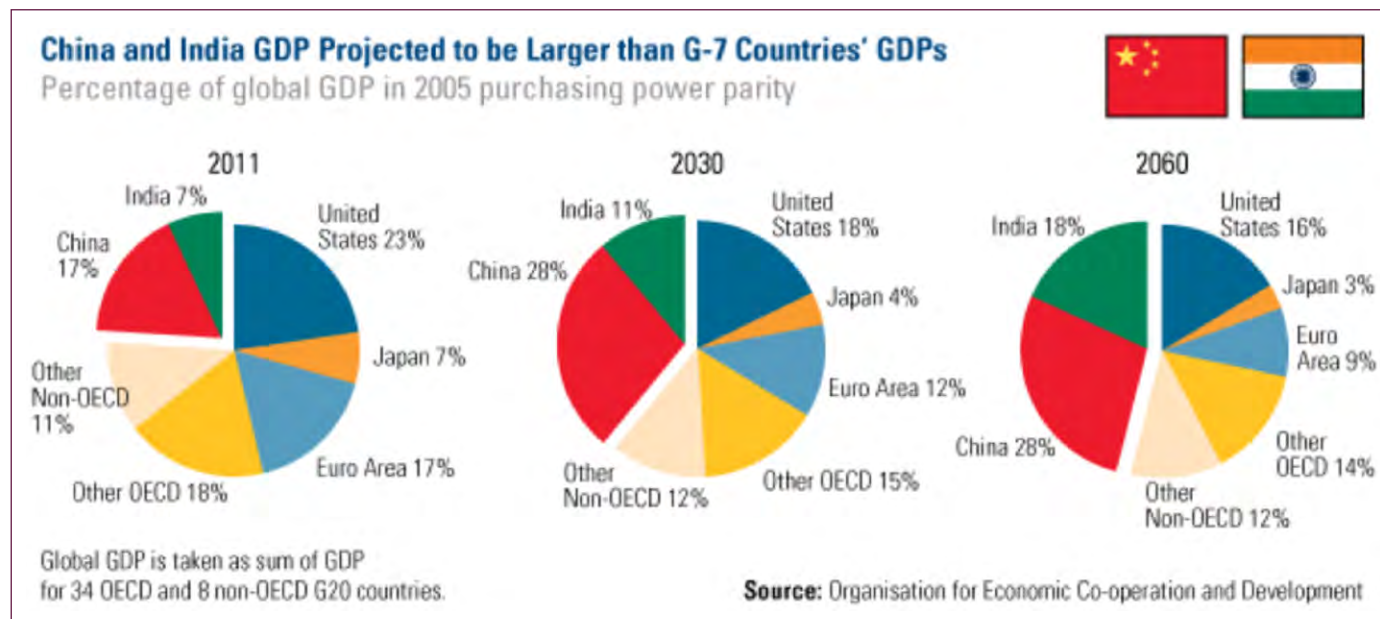
Change in numbers and proportions over time:

Number of	2005	2010
male	600	900
female	400	600

Use the table to complete the sentences

1. The number of females rose by _____ between 2005 and 2010.
2. The number of males increased _____ between 2005 and 2010.
3. The proportion of males increased by _____.
4. The proportion of males _____ by _____ during this time.
5. Male numbers _____ significantly _____ 2005 and 2010.
6. Female numbers have increased by 200 _____ 2005.
7. Male numbers _____.
8. Female numbers _____.

Comparing pie charts using proportional language



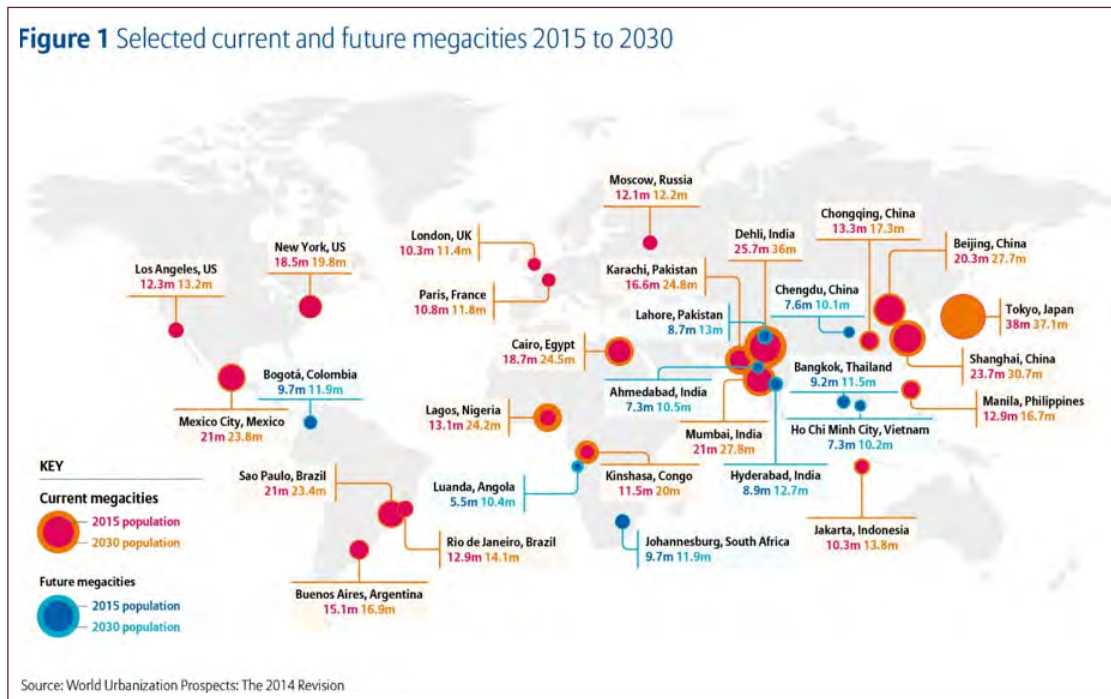
Complete the paragraph comparing changes and projected changes in the GDPs of China, India and the USA.

Use proportional language and refer directly to the pie charts.

In 2011, The USA's GDP was nearly a quarter of the global GDP, whereas China and India's joint GDP was a smaller proportion than this at 17 and 7 percentage respectively. By 2030 the GDP proportions are expected to change significantly _____

Writing about infographic maps (model text)

Figure 1 Selected current and future megacities 2015 to 2030



This map shows the size of megacities with a population of over 10 million in 2015 and predicts their population size in 2030. It also shows cities which are not yet megacities (in 2015) but are predicted to grow so fast that by 2030 they will be.

In 2015, the largest megacity in the world was Tokyo at 38 million, followed by Delhi at 25 million. All the other megacities over 20 million people in 2015 are in Asia or South America. In 2030, both Tokyo and Delhi are expected to remain in 1st and 2nd place with 37.1 m and 36 m respectively. Other cities in the Indian sub-continent such as Lahore in Pakistan and Hyderabad in India will increase in size dramatically to become megacities by 2030.

By 2030 there will be an additional nine megacities, all of which will be in LED countries in Asia, Africa and South America. Beijing will top 30 million and

three African cities will reach 20 million. In the developed world, current megacities such as London, New York and Moscow will grow at a lower rate whereas cities such as Lagos and Kinshasa in Africa will almost double in size over 15 years. So, it seems Africa is set to add more megacities than any other continent by 2030.

The city whose population is expected to grow at the fastest rate by 2030 is Luanda in Angola. This could be because the birth rate in these countries is much higher while at the same time the death rate is decreasing rapidly. Also, countries such as Egypt, South Africa and Nigeria are developing rapidly and are becoming more industrialised, thus attracting people from the country to the city for jobs.

Getting the main idea

- What is it about?
- Is the chronology significant?
- What are the trends /main patterns of movement?
- Is length or breadth of line/dot significant?

Writing about data language

(matching type of sentence with examples task)

Sentence type	Sample sentence
1. Locating data referring to specific data examples	In 2015, the largest megacity in the world was Tokyo at 38 million.
2. Summarising what the figure shows	This map shows the size of megacities with a population of over 10 million in 2015
3. Analytical verbs for data (including passive forms)	Lahore in Pakistan and Hyderabad in India are expected to increase in size dramatically.
4. Using weaker or stronger verbs (causes, contributes, suggests)	The map predicts the population sizes of future megacities and suggests that African cities will increase significantly.
5. Generalising conclusions	So, this map suggests that Africa is set to add more megacities than any other continent by 2030.
6. Hedging (qualifying) conclusions	This could be because the birth rate in these countries is much higher while at the same time the death rate is decreasing rapidly
7. Comparisons	Megacities such as London and Moscow will grow at a lower rate whereas cities such as Lagos and Kinshasa in Africa will almost double in size over 15 years.
8. Explaining	Countries such as Egypt, South Africa and Nigeria are developing rapidly and are becoming more industrialised, thus attracting people from rural to urban areas for jobs

Text sequencing task

(cut up onto card and ask pupils to sequence and improve)

This map shows the size of megacities with a population of over 10 million in 2015 and predicts their population size in 2030.

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Other cities in the Indian sub-continent such as Lahore in Pakistan and Hyderabad in India will increase in size dramatically to become megacities by 2030.

By 2030 there will be an additional nine megacities, all of which will be in LED countries in Asia, Africa and South America.

Beijing will top 30 million and three African cities will reach 20 million.

In the developed world, current megacities such as London, New York and Moscow will grow at a lower rate whereas cities such as Lagos and Kinshasa in Africa will almost double in size over 15 years.

The city whose population is expected to grow at the fastest rate by 2030 is Luanda in Angola.

This could be because the birth rate in these countries is much higher while at the same time the death rate is decreasing rapidly.

Also, countries such as Egypt, South Africa and Nigeria are developing rapidly and are becoming more industrialised, thus attracting people from the country to the city for jobs.

So, this map suggests that Africa is set to add more megacities than any other continent by 2030.

SECTION 2

Interpret, analyse and evaluate material



Analytical verbs for history

This list is meant to be an example and is certainly not definitive, but it aims to show how students' vocabulary can be extended within a subject specialism. Students can be encouraged to draw on such a list rather than using the same verbs regularly in their writing. They can also add to an electronic version themselves.

Verb	Use in history context
Abdicate (to give up)	America could not abdicate its responsibility to Europe in the period after the Second World War.
Cave in	The government caved in (gave in) to the protesters.
Claim	The Communists claimed that the United States were misleading the public about Korea.
Cling on	The minority Labour government clung on to power.
Dictate to	The Soviet Union dictated to Eastern European countries during the Cold War period.
Come into play (to become involved, become central)	At this point a new issue, the role of Eastern Europe, came into play.
Flout (to disregard or ignore)	Chinese dissidents assert that China regularly flouts human rights agreements.
Embark on (start something new))	The Chinese government embarked on a programme of economic reform.
Nullify (get rid of)	The Americans wanted to nullify the Soviet nuclear threat.
Outline	The President outlined a list of economic objectives.
Oust	The unpopular leader was ousted from power.
Pursue	Chamberlain pursued a policy of appeasement towards Germany in the late 1930s.
Recognize (in the sense of 'realise' or 'see')	Thatcher recognized that the struggle with the miners was crucial but not its long term implications. Hoover recognized an opportunity to improve the image of the FBI.
Resort to (to use as a final tactic)	The government resorted to desperate measures to suppress the suffragette movement
Rouse	Throughout the Middle East Nasser's image roused popular support.
Slump (to deteriorate badly)	US – Soviet relations had briefly improved in 1960 but slumped again the following year. The British economy slumped during the 1970s.
Yield	Unfortunately, political reforms were slow to yield economic benefits.

Extended reading with a vocabulary focus

This text has been checked with an Academic Word List. Every bold word comes from here:

<https://www.nottingham.ac.uk/alzsh3/acvocab/awlhhighlighter.htm>

Read the text and use the attached ‘Have you heard the word?’ vocabulary sheet to help you work out

China’s foreign **policy** and international relations can be examined from the **perspective** of the search for national **identity**. A national identity ‘enacts itself by **assuming** various national **roles**’ and ‘through **interactions** with other players in the same arena’. It ‘influences **attitudes** and **policies** alike, being the **psychological foundation** for the roles and behaviour patterns of a country in the international arena’.

After 1949, how China **defined** itself, **perceived** its **role** in the world, and **interacted** with other powers were significantly shaped by the history and memory of the ‘century of humiliation’. To eradicate the legacies of foreign imperialism was at the heart of China’s search for a new national **identity** after **liberation**. But as Lowell Dittmer argues: ‘Almost from the beginning, the PRC has been afflicted with a national identity **dilemma**.’ On the one hand, for the sake of **ideological** legitimacy and solidarity, China saw itself as part of the socialist bloc headed by the Soviet Union. On the other hand, as a newly independent and undeveloped nation, China **identified** with the oppressed peoples and nations in the ‘Third World’. At times, the two identities coexisted easily. But at other times, nationalist aspirations came into **conflict** with proletarian internationalism, making it necessary for China to privilege one identity over the other. **Nevertheless**, there has been a **consistent** thread running through China’s quest for national identity on the world stage since 1949 - a strong desire to **achieve** national independence and equality after a century of foreign invasion and **exploitation**.

It is important to mention two ironies in China’s search for a new **identity** following the ‘century of humiliation’. One was the salience of continuity across the divide of 1949. Essentially, the borders of the PRC **corresponded** to those of the Qing empire, which the Republic of China inherited. With the exception of Outer Mongolia, Communist China was in control of Manchuria (**despite** Soviet influence until the mid-1950s), Mongolia, and Tibet (which was ‘peacefully **liberated**’ in 1951). Besides, the Chinese Communists built on the success of the Nationalists in dismantling the treaty-port system in China. During the 1930s, the Nationalist government regained control over tariffs, maritime customs, salt monopoly **revenues**, and nearly two thirds of the foreign concessions in the treaty ports; in 1943 it **concluded** a treaty with Britain and the United States that formally abolished extra-territoriality and all foreign concessions. After 1949, Mao and his comrades continued the policy goals that the Republican leaders had set but failed to **achieve** - defending China against foreign aggression and seeking international recognition.

Another irony was that, while **repudiating** the legacies of the ‘century of humiliation’, the CCP was keen to use the past to serve the present. During the Maoist era, the memory of ‘national humiliation’ was **promoted** to **indoctrinate** and mobilize the Chinese people against foreign enemies, notably the United States, which refused to recognize and respect New China. Despite proclaiming that the Chinese people had ‘stood up’, Mao could not rid himself of a ‘victim **mentality**’ after liberation. The post-Mao leaderships too **invoked** the ‘victimization’ discourse, especially after the Tiananmen crackdown in 1989 and the **collapse** of communism in Eastern Europe and the Soviet Union. The aim was not only to unite the Chinese nation in the light of the Western embargoes and the uncertain post-Cold War international **environment**, but also to shore up the declining legitimacy of Communist rule in the age of **unprecedented** economic reform.

Words to learn/ teach/review:

policy	exploitation
identity	corresponded to
perspective	despite
assuming	liberated
interaction	invoked
attitudes	revenue
foundation	concluded
define	repudiating
perceived	promoted
role	indoctrinate
significantly	mentality
liberation	collapse
dilemma	environment
ideological	unprecedented
identified	
conflict	
nevertheless	
consistent	
achieve	

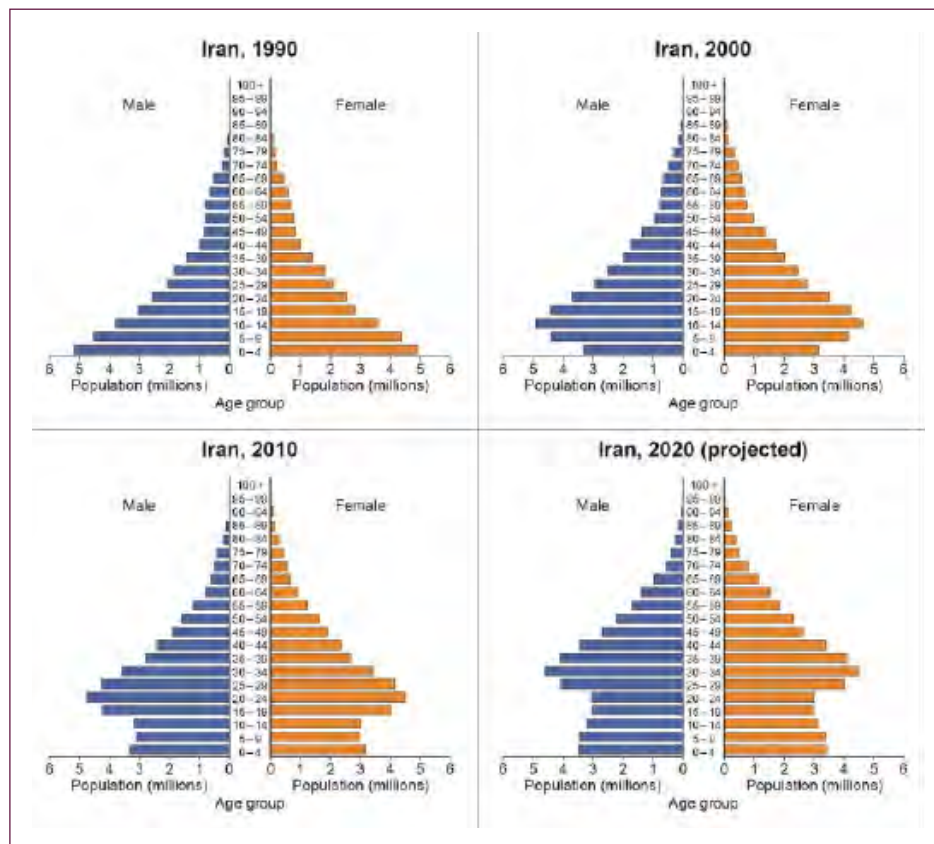
Have you heard the word?

Word	I do not know this word	I have heard the word but could not use it in speech or writing	I have heard the word and could use it in speaking	I have heard the word and could use it in writing	I have heard the word and can define and explain it	I have heard the word and can translate into another language
policy		x	/	x	x	x
identity			/	/	/	identité
perspective						
assume						
interaction						
attitudes						
roles						
foundation						
define						
perceived						
significantly						
liberation						
ideological						
identify						
conflict						
nevertheless						
consistent						
achieve						
exploitation						
correspond						

Analysis of geography documents

Aims:

- Analyse quantitative evidence provided
- Make connections between different aspects of the data
- Use analytical verbs correctly



Source: AQA Specimen paper for A Level Human Geography

Complete the passage by selecting the verbs or verb phrases below.

Analysis of population graphs for Iran 1990-2020 (projected)

Between 1990 and 2000 there is a sudden fall in the birth rate, leading to a marked reduction in the proportion of people in the 0-4 and 5-9 cohorts. At the same time there (1) _____ a fall in the death rate (2) _____ to an increase in cohorts over 40, but this is not as marked as the fall in the lower age cohorts.

These two trends (3) _____ to 2010 and (4) _____ to 2020, although as the bulge in women born before 1990 reaches child bearing age, there is a small increase in the lower age cohorts.

The age group with the largest number of people (5) _____ 0-4 in 1990 to 10-14 in 2000, 20-24 in 2010 and 30-34 in 2020, (6) _____ a growth in the middle-aged population, although the proportion of people over 70 (7) _____ only slowly.

Between 1990 and 2020 the gender balance of the over 70s (8) _____ a greater proportion of females. By 2020 it (9) _____ that the number of females over 70 (10) _____ than the number of males, suggesting marked difference in life expectancy.

Conversely, the gender breakdown in the younger age groups (11) _____ a greater proportion of males between 1990 and 2010 but (12) _____ less noticeable by 2020.

These trends (13) _____ that there has been a dramatic fall in the dependency ratio as the increase in older people (14) _____ the fall in younger people. Life expectancy (15) _____ slowly as the death rates decline.

Verb/verb phrases to use:

continue	will be greater	is expected
leading to	increase/s	appears to have been
shifts to	suggesting	becoming
rises from	has not matched	are predicted to continue
is likely to rise	show/s	indicate/s

ANSWER

Analysis of population graphs for Iran 1990-2020 (projected)

Between 1990 and 2000 there is a sudden fall in the birth rate, leading to a marked reduction in the proportion of people in the 0-4 and 5-9 cohorts. At the same time there **appears to have been** a fall in the death rate **leading to** an increase in cohorts over 40, but this is not as marked as the fall in the lower age cohorts.

These two trends **continue** to 2010 and **are predicted to continue** to 2020, although as the bulge in women born before 1990 reaches child bearing age, there is a small increase in the lower age cohorts.

The age group with the largest number of people **rises from** 0-4 in 1990 to 10-14 in 2000, 20-24 in 2010 and 30-34 in 2020, **suggesting** a growth in the middle-aged population, although the proportion of people over 70 **increases** only slowly.

Between 1990 and 2020 the gender balance of the over 70s **shifts** to a greater proportion of females. By 2020 **it is expected that** the number of females over 70 **will be significantly greater** than the number of males, suggesting marked difference in life expectancy.

Conversely the gender breakdown in the younger age groups **shows** a greater proportion of males between 1990 and 2010 but **becoming** less noticeable by 2020.

The trends **indicate** that **there has been** a dramatic fall in the dependency ratio as the increase in older people **has not matched** the fall in younger people. Life expectancy **is likely to rise** slowly as the death rates decline.

Develop evidence-based arguments in written and oral form

Develop evidence-based arguments in written and oral form



Oral activities

Sequencing and justification - Megacities

Aim: To practise group discussion skills and use formal language reporting to class.

Instructions:

- Put students in groups of 4 with role cards
- Assign roles; the most confident English speakers should be reporters or language recorders.
- Each group gets 4 picture cards illustrating issues facing megacities to rank in order of most to least solvable.
- The groups have 10- 15 minutes to discuss and justify their reasons while the language recorder listens to their language carefully.
- Reporters first present their decision to the whole class.
- Then language recorders feedback to class about the vocabulary and sentence patterns they have heard.

Sample group roles:

Group roles for sequencing and justification			
Chairperson <ul style="list-style-type: none"> • Organise the group and their roles • Make sure the task is clear to everyone. • Make sure everyone has a chance to speak. • Ensure the group reaches a consensus. • <i>"Do we all agree on this order?"</i> 		Clarifier <ul style="list-style-type: none"> • Ensure the group members are listening to each other. • Check participants' understanding : <i>"Does everyone understand that?"</i> <i>"Can you explain why you think that?"</i> • Summarise the discussion to others. 	
Reporter <ul style="list-style-type: none"> • Record the picture sequence and reasons for the order you have chosen. • Be ready to report your findings to the rest of the class. • Justify your reasons in formal language: <i>"We decided that... in our opinion..."</i> 		Language recorder <ul style="list-style-type: none"> • Ensure everyone stays on task • Record examples of key geographical vocabulary used during the discussion. • Record examples of formal sentences and vocabulary used when reporting to class. <i>"congestion, hazards, rate of change etc..."</i> 	

Rank these issues in order from most to least solvable with justification.

Sample pictures: (to be cut up and given to each group)



The language recorder's checklist

What you heard	In the discussion	In the reporter's feedback
Interruptions		
Slang (crazy, sick)		
Informal language, eg (gonna, like, wanna)		
Questions		
Sentences not finished		
Expressions of agreeing and disagreeing		
A clear order – first point, second etc		
Formal vocabulary and nominalisations e.g. recommendation, exploitation.		
Anything else!		

Transverse

Oracy as a bridge into writing



American Foreign Policy: based on reading from Alan Dobson and Steve Marsh (2005)

Read pages 1-5 of Chapter 1



Group 1: make notes on realism, neo-realism and related examples

- Main concepts
- Criticisms
- Counter-arguments
- Neo-realism

Group 2: make notes on idealism, neo-idealism and related examples

- Main concepts
- Criticisms
- Counter-arguments
- Neo-idealism

Transverse: *stand opposite each other with group 1 opposite group 2.*



Steps in a Transverse

- Talk for 3 minutes to your partner opposite.
- Group A puts forward their position; Group B comments/ questions/criticises.
- Feel free to question each other, and occasional interruptions are fine.

After 3 minutes

- Group A people move up one. They now have a new partner opposite.
- Group B puts forward their position; Group A comments/ questions/ criticises.

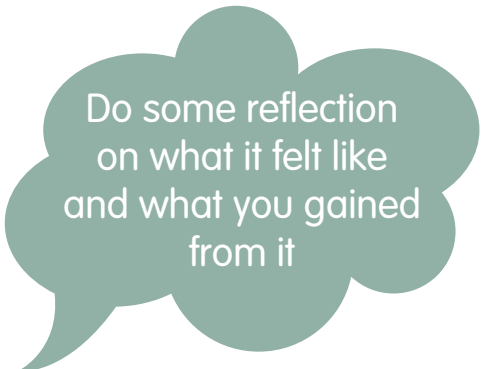
Repeat 2 or 3 more times

- Each time, a Group A person moves up.
- By the end everyone will have spoken to three or four different people, and had the opportunity to express and refine their views.

Feedback



How was
the transverse?



Do some reflection
on what it felt like
and what you gained
from it

Rationale for Transverse strategy

This gives students the opportunity to articulate their thoughts about a topic in a focused way. Through prior preparation, they have enough knowledge to be able to argue coherently while drawing on subject-specific vocabulary. They then have the opportunity to listen to alternative viewpoints, and defend their own or adapt it in response. Students generally find it very helpful for considering counter arguments.

Transverse is very good for building up the confidence of students who find talking in class more of a challenge. Because everyone is talking at the same time, they don't feel as self-conscious, and the opportunity to re-present the same material also makes talking easier. It is also a good strategy for encouraging students to work with different partners.

Dictogloss: An improving writing strategy using listening, talking and shared writing

Using dictogloss, teachers can introduce model paragraphs to students who are finding it difficult to write in a more formal, academic style. The strategy requires minimal preparation.

Preparation Stage:

1. Teach subject topic content as normal to students
2. Find or write a short model text that illustrates the type of writing required from them. *(It could be a model evaluative paragraph such as an exam answer).* The paragraph should be no more than 100 words to start with.
3. Include some advanced, subject vocabulary and use an academic register.

Lesson plan:

Outcome: to reconstruct a formal, written text about subject topic.

1. Setting the context

Teacher briefly revises any subject content, providing a key visual and important subject specific words on board.

2. Listening

Teacher reads the text aloud at normal speed while students listen for the gist.

Teacher reads text aloud a second time, allowing students to write notes.

3. Talk Partners

Students work in pairs to compare notes and support each other with the parts they could not follow or understand. Then they start re-writing the text.

4. Listening (2)

Teacher reads text for the final time; students improve their notes.

5. Shared writing

Students work in pairs to write their own version of the text, as close as possible to the original, using all the relevant key vocabulary and sentence structures.

6. Optional final version

Two pairs join forces to make a group of four to improve their draft text.

7. Reading aloud

Each group reads out their version of the text aloud to the whole class.

Other groups listen and award marks for accuracy, relevance and style.

Optional:

Teacher gives students a marking criteria, and each group marks the work of another group and provides suggestions for improvement.

Written activities

Writing an evaluative essay



Start with your main thesis statement:

'Discuss the extent to which a youthful population impacts on the development of a country.'



Next do the thinking...

Thinking

Youthful populations encourage innovation

Younger people pay more in tax contributions

Governments have to spend less money on elderly care

A youthful workforce enables businesses to develop

Your ideas !?!

Younger people are more entrepreneurial

There may not be enough jobs so there is high unemployment

There could be pressure on housing for families

Governments have to spend more money on education



Then start to organise your thinking:



Write the question as a positive statement:

e.g. 'A youthful population impacts very positively on the development of a country'



Then write it as a negative statement:

'A youthful population impacts negatively on the development of a country'



Use the template for "To what extent" essays to continue:

Sample stronger or weaker thesis statements:

A youthful population may/could/ impact negatively ...

A youthful population always/sometimes/inevitably impacts negatively...

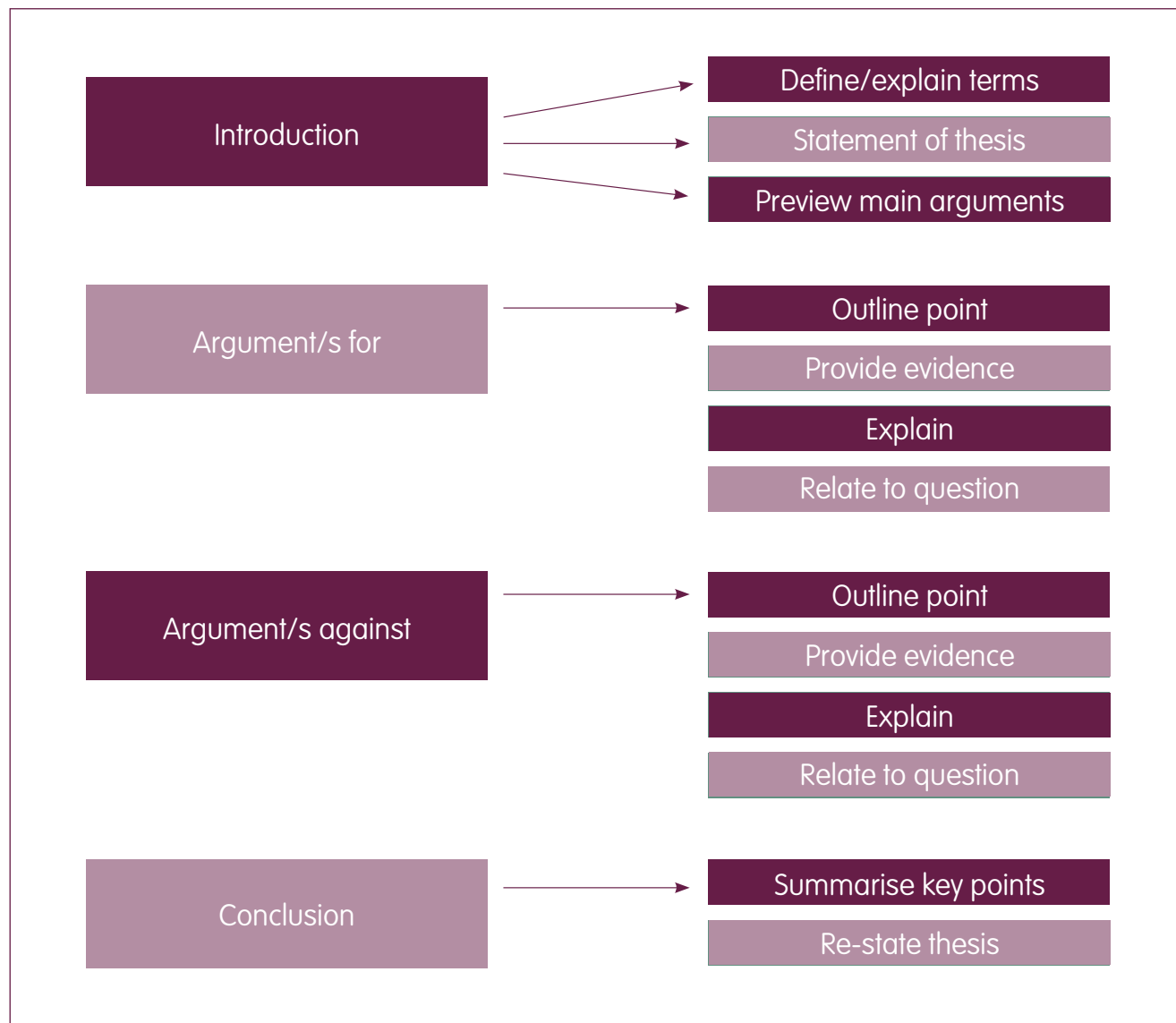
A youthful population is likely to impact positively on a country

A youthful population could be viewed as an asset to a country.... etc



Now you have your final thesis statement, and at least three key supporting reasons, you are ready to start writing.

Here's an overview of the whole thing:



Introduction

- Introduce the main argument (thesis)
- Define terms and give background information
- Preview your main points to support the thesis.

A youthful population can be highly beneficial to the development of country. This situation develops when the birth rate is high but infant mortality and death rates are low. Young people are entrepreneurial; they do not need as much health-care and they can contribute more in tax.

Main body

- Write each supporting point in a separate paragraph
- Use theory and specific examples to extend your points
- Use discourse markers to signal when you add, exemplify or contrast ideas.

- Adding: in addition, furthermore, moreover, additionally
- Exemplifying: such as, like, for example, for instance, also
- Contrasting: whereas, nevertheless, however, on the other hand, alternatively

Example paragraph (where the teacher takes a section of student writing, displays it and then highlights why/how it is written)

Clear topic sentence

Supporting explanation

A youthful population can contribute in accelerating a country's development. A substantial work force is useful to develop infrastructure and transport and the emergence of elites strengthens entrepreneurship and innovation. Furthermore, this contrasts with the worrying problems of ageing populations in countries like China. However, development needs to be sustainable and unfortunately this can't be guaranteed by developing countries.

Signalling addition

Contrasting and linking to next idea



How could you improve this?



What could you add?

Sample conclusion

Clear
signal word

Summary
of main argument

To conclude, even though a youthful population offers a strong workforce and possibilities of a multidimensional development, the theoretical industrialisation could lead to having an ageing population. These countries would face similar problems to China where retirees need constant healthcare and where the population will hugely shrink in a few decades.

New point about
future implications



How could you improve this?



What could you add?

Discuss the extent to which a youthful population impacts on the development of a country

Step 1- Write the question as a positive statement

A youthful population provides considerable benefits to the development of a country

Step 2 - Write the question as a negative statement

Having a youthful population is of no benefit to a country's development

Step 3a - Explore variations on the first statement by making it stronger or weaker

- A youthful population provides some benefits to the development of a country
- A youthful population may provide some benefits to the development of a country
- A youthful population undoubtedly offers benefits to the development of a country

Step 3b - Explore variations on the second statement by making it stronger or weaker

- A youthful population rarely has a positive impact on a country's development
- A youthful population is usually of some benefit to a country's development
- A youthful population can have a negative impact on a country's development

THINK: Which variation do you feel is closest to your opinion?

Discuss, rank statements above, choose, adapt ...

WRITE: Now write your own opening thesis statement... for example:

A youthful population may provide some benefits to the development of a country, but it can also lead to negative effects which impact on its development.

Step 4a - Now list three points supporting your first claim above

- 1.
- 2.
- 3

Step 4b List three points supporting the opposing view

- 1.
- 2.
- 3.

Zone of relevance: Selection and sequencing of relevant points for an essay to support an argument

'The Treaty of Versailles was too harsh on Germany.'

To what extent do you agree with the statement?

Teacher guidelines

The aim of the activity is to give students practice in identifying relevant points for an essay (and eliminating the irrelevant), and also organising the points in a coherent manner to follow a line of argument.

If you have studied this topic, students can either think of their own line of argument in response to this question, or one can be given, such as the following:

Line of argument: partially agree that it was harsh but more in psychological than economic or military terms. Other factors should also be considered.

It is also possible to do the activity as an example of planning **even if you have not studied this topic**. Here, either provide the line of argument, or ask students to do the sorting activity first and then decide what line of argument they will follow.

It is possible to give more support and structure through giving section headings – it is up to you to decide on the right balance of independence and support.

Section headings (to cut out if needed)

With section headings	Blank section headings
Not relevant	
Harsh	
Not so harsh	
Psychological factors	
Other significant factors	

'The Treaty of Versailles was too harsh on Germany.'

To what extent do you agree with the statement?

Student instructions:

If you have studied this topic

Think of a possible response to this question, stating to what extent you agree. Possibilities are:

- Completely
- To a large extent
- To a considerable extent
- To some extent
- To a limited extent
- Not at all



Your position:

Alternatively, work with the line of argument your teacher has provided.

If you have not studied this topic

Go straight to the sorting activity

After you have done this, discuss with your partner what line of argument you would take. Write it down here.



Line of argument:

The sorting activity

1. Read the points and set aside the ones you don't feel are relevant.
2. Organise the remaining points so that some of them are grouped together. For example, you might want to consider what was harsh about the treaty. Either use the headings that your teacher has provided, or write headings for your sections.
3. Then, arrange them in a sequence to support either your own line of argument, or the one which you have been given.

Points (for cutting up)

Germany was compelled to sign the treaty and so was opposed to it.	The bulk of Germany's land was not affected, unlike the Austro-Hungarian empire which was dismembered.
German industry recovered quickly from war – by 1925 steel production doubled that of Great Britain.	The League of Nations was very weak; for example, it did nothing when Japan invaded China.
Germany lost all its overseas colonies and therefore international power.	Alsace-Lorraine was given to France and a part of Prussia to Poland.
Reparation payments were set very high, and time limits were very tight.	Totalitarian and expansionist regimes were on the rise in Europe, e.g. Russia and Italy.

Answer: Suggested sequencing – but not the only possible answer

Line of argument

Although the Treaty did have harsh conditions, the psychological effects were most harmful, and other factors also contributed to German suffering.

Not relevant

The League of Nations was very weak; for example, it did nothing when Japan invaded China.

Totalitarian and expansionist regimes were on the rise in Europe, eg Russia and Italy.

Harsh conditions

Reparation payments were set very high, and time limits were very tight.

Alsace-Lorraine was given to France and a part of Prussia to Poland.

Germany lost all its overseas colonies and therefore international power

Germany was not allowed to be part of the League of Nations when it was created in 1920, reducing its international role.

Germany's army was limited to only 100,000 men, to ensure that it did not become a military power again.

Psychological factors

Germany was compelled to sign the treaty and so opposed to it.

The treaty had a serious negative psychological effect on the German people as they were forced to accept total responsibility for the war through the War Guilt Clause.

On the other hand, it was not too harsh:

German industry recovered quickly from war – by 1925 steel production double that of Great Britain.

The bulk of Germany's land was not affected, unlike Austro-Hungarian empire which was dismembered.

Other important factors

1. The 1929 economic crisis which started with the Wall Street Crash affected the German economy badly and led to hyper-inflation and suffering.
2. Reasons why Treaty of Versailles was flawed

Ruth Henig makes the point that the victors of WW1 had different peace objectives. The USA under Wilson wanted an international approach with Germany as a partner, whereas France & GB wanted a more punitive peace.

Using an introduction as a plan for the rest of the essay

This model introduction shows the structure of the essay (answer). Each point can then become the basis for a topic sentence and matching paragraph.

Following the Bretton Woods conference, evaluate the role of international organisations in the economic governance of the world 1944 – 1971.



Model introduction

The organisations created by the Bretton Woods conference set the standard for international governance during the period 1944 – 1971. It therefore fulfilled its initial aim of establishing economic stability very successfully (1) However, it has also been the subject of controversy, notably concerning the role of the US in the system, which has been compared to a hegemony. (2) Moreover, the policies of some international organisations such as the IMF and World Bank can be said to have contributed to world poverty. (3) The system collapsed in 1971 due to internal American pressures. (4) This revealed the weaknesses of the system, despite its evident strengths. (5)



Topic sentences for each point from the introduction

1. The Bretton Woods system proved very successful in achieving its initial aim of achieving economic stability.
2. However, it can be argued that the Bretton Woods system was a vehicle for US hegemony over the world economy.
3. Moreover, the policies of some international organisations such as the IMF and World Bank can be seen as contributing to world poverty.
4. In 1971 the Bretton Woods system collapsed, due to internal American pressures.
5. The nature of the collapse of the system throws light on its weaknesses, despite its evident strengths.



Follow-up

Students should be encouraged to write introductions from their plans, showing the structure of the essay. They then take points from the introduction and write the corresponding topic sentences. Some points might need two topic sentences and paragraphs, if very complex or important.

Writing opening paragraphs about geography documents

Read this document question from 2017:

How useful are documents A and B in understanding the role of Special Economic Zones (SEZs) in development?

a) Map of China FTZ Shanghai



b) Article by John Sudworth BBC News China 2014

So far, not much appears to have happened.

The old bonded warehouses and factories are still here, just as they were four months ago, when this industrial park in the eastern suburbs of Shanghai was formally designated as a new free trade zone. There is evidence of a few new buildings taking shape but it's hardly a construction-frenzy. Behind the scenes though there has been plenty of activity.

More than 40 business consultancies have been set up to help thousands of interested companies register inside the zone. Rents have more than doubled and there is a sense of idealism and adventure. On the edge of the free trade zone (FTZ) there's a reminder of China's existing model of growth based on energy-intensive, heavy industry as the chimneys of a power plant belch smoke into the air. The zone is supposed to be all about moving to a new model; creating the conditions to encourage the financial and service sector companies that are vital to a consumer economy.

Attracting foreign companies

Part of that means giving greater access to foreign companies to unleash diversity and competition. But while the approvals process has been speeded up inside the zone, with business licences granted within just a few days, so far the majority of the interest is coming from domestic companies. Of the 60 registrations Mr Shi's consultancy has facilitated so far, around 70% are for Chinese businesses.

Certainly, in terms of some of the bolder promised measures, like full currency convertibility and interest rate liberalisation, China's policy makers do appear to be moving cautiously. China's central bank has recently issued broad guidelines, but some grumbling can be heard from the foreign banking sector about the lack of detailed regulations that they can actually begin to implement.

Fully convertible yuan?

There's the same dilemma with currency convertibility. If the current, unsustainable economic model really is going to be rebalanced away from big government spending towards one based on consumer spending then market forces will need to replace the power of the state. So, China is planning to move towards full convertibility of the yuan, eventually allowing individuals to make investments abroad and companies to borrow money abroad. But once again, as they trial the reform in the FTZ, they'll need a strong firewall, in an attempt to limit the danger of sudden, large-scale capital flows.

Inefficiencies

China's old economic model based on infrastructure spending and exports is still delivering a level of growth even half of which would be the envy of most developed economies. But everyone, the government included, agrees that debt is rising, overcapacity is growing, and the inefficiencies are starting to tell. There is certainly no shortage of pioneering domestic companies hoping to gain a foothold in the new FTZ. But whether it is really going to be the gateway to China's future, a testing ground for the bold economic reform now so desperately needed, there is not yet enough evidence to judge.



Now read the following three example introductory paragraphs:

Text A

As we can see since a few years the number of created Free Trade Zones (FTZs) has seriously grown in China, passing the economy from a unique economic capital (Shenzen) to Shanghai taking the lead. Here will be used two documents. The first one is an article written by John Sudworth in the BBC news from Shanghai on January 19th 2014. The second is a map from the economist website posted in October 2013. Both documents reveal evidence that are crucial to understanding China's economic growth, as both are recent from sources that are generally quite relevant and often poorly bias.

Text B

In document A we infer that SEZs must play an important role in development as they represent a large part of exports worldwide. The established SEZ global exports is \$200 million, it represents 50% of central America's exports and 60% of China's exports including 22% of GDP. SEZs seem to be a great source of income, the number of SEZs worldwide would suggest that there are 130 countries in the world with SEZs and 100 SEZs in UAC and 143 in India. The fact that China invests 5 billion dollars in the construction of SEZs in Africa suggest that is beneficial to both Africa and China. SEZs play an important role in job creation for example, they created 100,000 jobs in the Dominican Republic.

Text C

Document A is an article from the BBC news website explaining the current progress in developing the Shanghai free trade zone. Document B is a map outlining the proposed Shanghai FTZ which suggests that this area might rival Shenzen. The two documents are both current (2014 and 2013 respectively) and they both offer some support to understanding the importance of FTZs in the development of China's economic growth. Document B does not provide any analysis of the progress of development, whereas document A outlines the effects of this new FTZ.



Think questions

1. Which of the three introductions is the best? Why?
2. Describe the features of a good introductory paragraph.
3. Create an outline framework for evaluating two sources.

Language of comparing and contrasting

In order to compare and evaluate the two documents, the following may be useful.

Discourse markers for comparing and contrasting	
Within sentences to join two clauses	Linking sentences in paragraphs
but, whereas, as if, except that, yet, however,	on the one hand, on the other hand, however, in contrast, alternatively, in comparison
Discourse markers for similarity	
and similarly, both, likewise, equally, like, as	



Write your own introduction here:

Introductory paragraph:

Writing effective topic sentences

Following the Bretton Woods conference, Evaluate the role of international organisations in the economic governance of the world 1944 – 1971.

Decide if these topic sentences are effective or not and why. If they are not good topic sentence, can you re-work them so that they are more effective?

The organisations created by the Bretton Woods Conference set the standard for international governance during 1944 - 1971

The Bretton Woods system has proved to be a great success and achieved its main aim of ensuring economic stability, and thus avoided the dangers of repeating the problems of the 1930s.

This was an unforeseen consequence of the Bretton Woods settlement.

Furthermore, it can be said that the IMF imposed harsh loan conditions and the World Bank had a strict Structural Adjustment Programme which actually contributed to world poverty.

It can be argued that the Bretton Woods system was merely a vehicle for US hegemony over the world economy.

Finally, the Bretton Woods system itself collapsed in 1971, mainly due to pressures within the United States, including the cost of the Vietnam war and the trade deficit.

Answers for topic sentences

Following the Bretton Woods conference, evaluate the role of international organisations in the economic governance of the world 1944 – 1971

The organisations created by the Bretton Woods Conference set the standard for international governance during 1944 - 1971.

This is a good topic sentence because it is clear but general enough for the writer to develop further.

The Bretton Woods system has proven to be very successful and achieved its main aim of ensuring economic stability and thus avoided the dangers of repeating the problems of the 1930s which included economic depression and hyperinflation.

This isn't a good topic sentence because it's too long and detailed. Suggest shortening:

The Bretton Woods system has proven to be very successful in achieving its main aim of ensuring economic stability.

This was an unforeseen consequence of the Bretton Woods settlement.

This isn't a good topic sentence because we don't know what "this" refers to.

An increase in world poverty levels was one unforeseen consequence of the Bretton Woods settlement.

Furthermore, it can be said that the IMF imposed harsh loan conditions and the World Bank had a strict Structural Adjustment Programme which actually contributed to world poverty.

This isn't a good topic sentence because it's too detailed. Suggest re-phrasing it:

Two major international organisations, the IMF and the World Bank, can be said to have contributed to world poverty through their policies.

It can be argued that the Bretton Woods system was merely a vehicle for US hegemony over the world economy

This is a good clear topic sentence which the writer can develop further.

Finally, the Bretton Woods system itself collapsed in 1971, mainly due to pressures within the United States, including the cost of the Vietnam war and the trade deficit.

This topic sentence would be better if it stopped at "United States", without adding more detail.

Writing strong paragraphs

Discuss the extent to which a youthful population impacts upon the development of a country (12 marks)

The writing structure we will be following is PEEAL

P = Point	The main point that you want to make in the paragraph, expressed in the Topic Sentence
E = Evidence	Facts and statistics to support the point
E = Explain	Give contextual information about your evidence and develop it further
A = Analysis or E = Evaluation	Break down the information, point out any particularly important features or weakness
L = Link	Link to the overall theme of your essay; or to the point being developed in your next paragraph.

We will start by looking at a good example:

<p>In countries where the population is growing very quickly it is difficult for the country to keep pace and provide a suitable education system. In Uganda, the growth rate is 3%, meaning that the population doubles every 25 years. A long civil war, during which formal education virtually ceased to exist, has exacerbated the situation. There are very few teachers in Uganda and the student-teacher ratio is 1:54. This type of situation makes it very difficult for a country to ensure that the population is properly educated in order to carry out the jobs that need to be done. This in turn means that it is hard for the country to be economically productive in a competitive global economy. In addition to this, the education provided is not always adapted to the job market. For example, a university degree is prestigious in Uganda, but vocational training is more relevant to the job market. Uganda's unemployment rate is 30%, with young people making up the majority of the unemployed.</p> <p>This shows that the education system has failed to keep up with both population growth and the country's development needs.</p>	This is a clear and to-the-point topic sentence.
	This section gives evidence (an example country) to back up the point.
	Further development of the point, explaining why it is a problem.
	Analysis of what this means for the development of the country.
	Some additional evidence.
	Links back to the overall question.



Read and annotate the following paragraphs, looking for the key areas. You will find that one or two of them are either missing, too short, or not appropriate. For example, the Topic Sentence might not express the point of the paragraph well.

You can show with arrows if you think a section or sentence is in the wrong place.

Paragraph 2

Lack of suitable healthcare and education create problems for the development of the country. Economically, a young population can be advantageous as it provides a larger workforce and indeed market. With 98% of its population under the age of 30, Uganda has one of the youngest populations in the world. President ...encourages birth rates to stay high because he believes that having a rising population will allow for economic growth. However, the high unemployment rate, meaning that only 10% of the workforce earn enough to pay for public services, create very high dependency rates which slow the economy down. A third of the population lives beneath the poverty line; a growing population makes it harder for the younger generation to make enough money to be richer than their parents. Therefore, a growing population may support economic growth if it has already started and if the country is able to keep up with the growth. As this is not the case in Uganda the high population growth rate seems to be a brake on development. The age structure of a population is very important in terms of a country's development. Japan after WW2 used its young population to innovate and become a leading world power.

Paragraph 3

Civil unrest can come in the wake of strong population growth, and this can threaten economic development. The country is no more productive but the population continues to grow. In Uganda, many people are unemployed. In a country which has 30% of its population aged 15 - 29 the chance of civil conflict increases by 90%. Therefore a young age structure can be directly linked to the security issue. In Uganda, this is made worse by its proximity to countries like Sudan and its recent history of civil war. A stable government is essential for development because only in this situation can policies be carried out efficiently and have lasting effect.

Answers

Paragraph 2

Lack of suitable healthcare and education create problems for the development of the country. Economically, a young population can be advantageous as it provides a larger workforce and indeed market. With 98% of its population under the age of 30, Uganda has one of the youngest populations in the world. President ...encourages birth rates to stay high because he believes that having a rising population will allow for economic growth. However, the high unemployment rate, meaning that only 10% of the workforce earn enough to pay for public services, create very high dependency rates which slow the economy down. A third of the population lives beneath the poverty line; a growing population makes it harder for the younger generation to make enough money to be richer than their parents. Therefore, a growing population may support economic growth if it has already started and if the country is able to keep up with the growth. As this is not the case in Uganda the high population growth rate seems to be a brake on development. The age structure of a population is very important in terms of a country's development. Japan after WW2 used its young population to innovate and become a leading world power.

This Topic Sentence does not express the point of the paragraph. See underlined sentence below – with “economic” this would work as a topic sentence.

Evidence is good.

Explanation is given

This analysis could be developed further (how did economic growth start?)

This provides a good link.

This should move to beginning and Japan example could be part of evidence.

Paragraph 3

Civil unrest can come in the wake of strong population growth, and this can threaten economic development. The country is no more productive but the population continues to grow. In Uganda, many people are unemployed. In a country which has 30% of its population aged 15 - 29 the chance of civil conflict increases by 90%. Therefore, a young age structure can be directly linked to the security issue. In Uganda, this is made worse by its proximity to countries like Sudan and its recent history of civil war. A stable government is essential for development because only in this situation can policies be carried out efficiently and have lasting effect.

Good clear topic sentence and point.

This sentence doesn't quite fit here – part of explanation but not well developed.

This is the evidence.

Very short explanation

Analysis and link are merged together and this could be longer.

Expressing line of argument and evaluation

The following are suggested phrases for argument-based essays:



Setting out an argument: neutral

- It is argued that ...
- It is generally held that ...
- X argues that ...
- B puts forward the argument/view that ...
- G makes the case for ...
- N points out that ...
- L maintains that ...
- M suggests that ...



Positive

Introducing a positive evaluation

- X persuasively argues that ...
- B makes a convincing case for ...
- This theory/ model convincingly explains ...
- This model/ theory accounts for ...
- This argument is convincing because ...
- This line of argument is significant because ...



Negative

Introducing a limitation or critical evaluation

- This line of argument/X fails to explain ...
- This argument is unconvincing because ...
- X model has some drawbacks, such as ...
- There is an inconsistency in this argument ...
- This argument can be countered by (saying) ...

Some of the phrases above are used in these **extracts** from an essay, titled:

What are the consequences of migration to both origin and host countries?

Poland is seen as having benefited overall from high levels of migration to the UK post EU accession. This argument is supported by statistics showing falling unemployment in Poland and financial gains. Thus, unemployment fell from 18% in 2006 to 10% in 2010.

However, this line of argument can be countered by considering the long-term implications of large-scale emigration from Poland. These include population decline and, in particular, the fall in percentage of working-age citizens. This is projected to fall from 38% in 2006 to 27% by 2050.

In terms of costs to the host country, in this case the UK, it is often argued that steep increases in immigration have inflamed social tensions. Press articles refer to the pressure on services including housing, health and education. However, Hatton (2017) puts forward the argument that salience is as important as preference where immigration is concerned. Salience refers to how important people think an issue is, and Hatton argues persuasively that the British public place less importance on the issue of migration than the press suggests.

It is generally held that there have been no negative effects on unemployment for the UK from high levels of immigration. UK unemployment rates have remained low in the post accession period. However, this argument fails to explain why wages have remained low in the UK for the past fifteen years. Hallard, writing in the Guardian in 2015, maintains that low wage growth is due to the large number of migrant workers in the UK.



Task

Read the extracts and highlight the phrases linked to line of argument and evaluation.

Developing fuller explanations

Explain why addressing economic policies was seen as an important priority for British governments in the 1970s and early 1980s.



Read part of the student answer to this question (the full answer is longer).

Look at the teacher comments below, which led to this answer getting 4 out of 8.

Student answer

The once very popular Stop-Go policy became very much less so in the 1970s as it was started being perceived as a miscalculation that led to this unnecessary and disastrous loan. (1) This was certainly not Britain's brightest hour from an economic point of view. However, it must be said that Britain took part in adopting innovative economic approaches such as Stop – Go (2) and monetarism. Britain, through Callaghan and then Thatcher, was one of the first countries worldwide to adopt monetarism. Britain being innovative in terms of its economic policies is certainly a thing to applaud. (3) However, one could criticize Britain for failing to part ways with the Stop-Go policy soon enough as it led to incredibly high levels of inflation. (4)

It is also worth noting that Britain lost its status as an industrial power as the years went by, and many failing industries were terminated by Thatcher (5). Britain has now fully transitioned from an industry-based economy to a services-based one. It is hard to evaluate whether this is good or bad but it did lead many areas of Britain, notably northern industrial ones, to be left behind and become poorer. (6) One could argue that this was a global trend so it would be hard to criticize Britain for making it.

The high levels of inflation weren't the only problem at the time, the failing industries desperately needed to be dealt with or terminated. (7) However, the growing power of the trade unions meant that government had little control. (8) If it did deal with this problem it would also have an unemployment problem. It was clear production was very low, as can be seen from the 3 day economic week. (9)

The teacher feedback on content is given below, and we can see that the student is not writing in enough depth and detail.

- | | |
|------------------------------------------|-------------------------|
| 1. Say what loan you are referring to | 6. Develop this further |
| 2. These were typical Keynesian policies | 7. Explain this |
| 3. Why is this something to applaud? | 8. Explain this |
| 4. This was mainly due to the oil crisis | 9. Explain this |
| 5. Show evidence and examples | |

There are also some issues with the expression – see sentence 1.



Now compare with this re-written version.

Once popular Keynesian policies, sometimes known as Stop-Go, became much less popular in the 1970s as a perception grew that they were linked to heavy government borrowing. Indeed, in 1976 the Labour government needed an embarrassing bailout from the IMF. Stop-Go, also known as demand management, was a Keynesian approach which meant that the government should manage demand through varying taxation. It also specified that government borrowing could be used in a recession to finance projects (which would combat unemployment). In the 1970s inflation grew rapidly as a result of government's attempts to boost demand through tax cuts, and this was exacerbated by the oil crisis. It is, however, certainly true that Britain needed to try out new approaches to its long-term economic problems, which included a lack of international competitiveness in industry.

Another issue faced by 1970s governments which affected economic performance was low productivity in key industries. This was linked to poor industrial relations. Trade union strikes had affected Edward Heath's 1970 -1974 government, and the miners' strike led to the three day working week which inflicted economic damage. It did not help that strikes occurred in nationalized industries such as coal-mining which were relatively inefficient compared to other countries. The strikes affected economic performance and therefore became a problem which had to be tackled in the late 70s and 80s.

At the end of the 1970s the Thatcher government began to introduce monetarism as a solution to these problems. Monetarism emphasizes the importance of controlling the money supply in order to reduce inflation and control the economy. In doing this, the government chose not to focus on traditional industries such as steel and coal. This meant that as the industries suffered, so did the communities, mainly in the north, where they were concentrated. As unemployment grew, they became "left behind" as much of Britain prospered under the new regime. The British economy made the transition from more industry to more service-based. Despite the problems it caused, this can be seen as a global trend and so perhaps it is unfair to criticize Britain for the change.



What are the differences?

- Look at the topic sentences to give you a sense of the paragraph themes
- What major change has been made and why?
- Look at the level of detail in the explanation and highlight these areas.
- Consider the link to the question of why addressing economic policies was important.

Answer sheet

Once popular Keynesian policies, sometimes known as Stop-Go, became much less popular in the 1970s as a perception grew that they were linked to heavy government borrowing. Indeed, in 1976 the Labour government needed an embarrassing bailout from the IMF. Stop-Go, also known as demand management, was a Keynesian approach which meant that the government should manage demand through varying taxation. It also specified that government borrowing could be used in a recession to finance projects (which would combat unemployment). In the 1970s inflation grew rapidly as a result of government's attempts to boost demand through tax cuts, and this was exacerbated by the oil crisis. It is, however, certainly true that Britain needed to try out new approaches to its long-term economic problems, which included a lack of international competitiveness in industry.

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- The topic sentences (in bold) link back to the question and are in a logical order (paragraphs 2 and 3 have been switched round as 3 offers a solution to the problems)
- The detail is shown in underlined text.
- The overall effect is to produce a much fuller explanation showing appropriate historical knowledge.

Formality or register and tone (modality)

The formality continuum



Read the three texts, discuss with a partner and decide where you would place them in terms of formality, from the most informal to the most formal.

Underline or highlight differences between them.

The challenge of migration in Europe

Text D

Migration has recently become one of the most important issues Europe has to face. Every day we see images of refugees trying to cross borders in order to get to countries which have offered to take them in. Most of these refugees are from Syria, which is experiencing an awful civil war, but some are from other countries such as Ethiopia and Nigeria. Many are families with young children, and because they are vulnerable and unprotected many people in European countries are touched by their situation. Because of this, many people in France and the UK say that we should accept more refugees.

Text M

People migrating into Europe has become a really big problem recently. Every day we see pictures of refugees trying to get across borders and get into countries where they can find homes. Most of the refugees come from Syria, where an awful civil war's going on, but some of them come from other countries like Ethiopia and Nigeria. A lot of them are families with young kids and because they're suffering and got no-one to protect them, people in countries in Europe feel sorry for them. And so lots of people here in France and Britain say we ought to take in more refugees.

Text L

Migration has recently become a key issue for Europe. On a daily basis, viewers are bombarded by images of refugees attempting to cross borders in order to reach countries which may offer them sanctuary. While most of the refugees are from Syria, in the throes of a terrible civil war, some have come from other countries such as Ethiopia and Nigeria. Many are families with young children, and their vulnerability and lack of protection have made a deep impression on people in a number of European countries. As a result, many in France and the UK argue that we should offer asylum to a higher number of refugees.

Comparing language features across three texts

Text M – Most informal	Text D Fairly formal	Text L – Most formal
People migrating	Migration	Migration
A really big problem	One of the most important issues	A key issue
Every day		
We see pictures		
Trying to get across		
Where they can find homes		
An awful civil war's going on	Experiencing an awful civil war	
They're suffering and got no-one to protect them		
Feel sorry for them		
And so		

Features of formal and less formal texts	
Informal texts	Formal texts
Use contractions in verbs, such as “they’re” and “it’s”	Few or no contractions
Often use personal pronouns such as I, you and we – “we see pictures”	More impersonal constructions, such as passive voice: “viewers are bombarded by”
Everyday vocabulary, such as “take in refugees	More sophisticated and specialised vocabulary, such as “offer asylum”
Tend to use simple connectives such as “and”, “but” and “so”.	Use a range of connectives, eg “while” ; “as a result”
Use few nominalisations and more adjectives, eg “vulnerable”.	Have more nominalisations, such as “vulnerability” and “impression”

Answers

Text M – Most informal	Text D Fairly formal	Text L – Most formal
People migrating	Migration	Migration
A really big problem	One of the most important issues	A key issue
Every day	every day	on a daily basis
We see pictures	We see images	Viewers are bombarded by images
Trying to get across	Trying to cross	Attempting to cross
Where they can find homes	Which have offered to take them in	May offer them sanctuary
An awful civil war's going on	Experiencing an awful civil war	In the throes of a terrible civil war
They're suffering and got no-one to protect them	Because they are vulnerable and unprotected	Their vulnerability and lack of protection
Feel sorry for them	are touched by their situation	made a deep impression on
And so	because of this	as a result

Text L, the most formal, has more formal vocabulary than the other two and also has more nominalisations, such as “vulnerability”.

Teacher guidelines

It is possible to produce an activity like this either by writing a model answer yourself, and taking it down the formality register, or adapting a good or a weak answer written by a student (the one above draws on two students' work).

An effective way to reinforce the features of more and less formal writing is only to give one side of the table and ask students to generate the other side for themselves.

Nominalisation

Nominalisation is the process of making writing more formal and abstract by changing verbs or adjectives into nouns. It is, literally, making nouns. Academic texts are typically full of nominalisations, and both History and Geography use specialised terms which are nominalisations, such as “industrialisation”, or “urbanisation”.

Here are some examples, using verbs. Nominalisations are shown in bold.

- The Jews were persecuted in Nazi Germany and this meant that they lost a lot of their possessions.
- The **persecution** of the Jews in Nazi Germany led to the loss of many of their possessions.
- The Gypsies were also treated very harshly.
- The **treatment** of Gypsies was also very harsh.

Often, the preposition “of” is used after a nominalisation.

These examples use adjectives rather than verbs.

- Lenin was very determined to change Russian society. This was communicated to the people in his speeches.
- Lenin’s **determination** to change Russian society was communicated to the people in his speeches.
- According to monetarists, if a government is able to control the money supply, this will keep inflation low.
- According to monetarists, a government’s **ability** to control the money supply controls the rate of inflation.



Task 1: Now do the sequencing activity on the next page



Task 2: Try these examples. The verbs and adjectives to be changed are shown in italics.

1. The British Labour post-war government *nationalised* the coal and steel industries, but this led to criticism.
2. When they *decided* to set up social security in Britain, most people were in favour.
3. The Conservative party members *complained*, but they were ignored by the ministers.
4. Instead, ministers *chose* to extend the health provisions.
5. Many people in Britain suffered because they were *poor* and hadn’t been *well educated*.

Teacher guidelines

Photocopy sentences onto card, and cut out for student task.



Student Task: Sequence from most spoken-like to most formal written form.

British post-war society was transformed largely due to setting up a welfare state funded by national insurance, which provided benefits for people out of work and free health and education to all.

The transformation of British post-war society was largely due to establishing up a welfare state, funded by national insurance, which provided unemployment benefits, free health and education to all.

They changed British society after the war mainly due to setting up a welfare state that was funded by national insurance and paid for benefits for people out of work, and free health and education for everybody.

The transformation of British post-war society was largely due to the establishment of a welfare state, funded by national insurance, which provided unemployment benefits, and free health and education to all.

They transformed British society after the war mainly due to setting up a welfare state, that was funded by national insurance and paid benefits for people out of work, and free health and education for everybody.

British post-war society was transformed largely due to setting up a welfare state funded by national insurance, which provided unemployment benefits and free health and education to all.

Answer page with nominalisations in bold and less formal vocabulary in italics

The **transformation** of British post-war society was largely due to the **establishment** of a welfare state, funded by national insurance, which provided **unemployment** benefits, and free health and education to all.

The **transformation** of British post-war society was largely due to establishing a welfare state, funded by national insurance, which provided **unemployment** benefits, free health and education to all.

British post-war society was transformed largely due to *setting up* a welfare state funded by national insurance, which provided **unemployment** benefits and free health and education to all.

British post-war society was transformed largely due to *setting up* a welfare state funded by national insurance, which provided benefits for *people out of work* and free health and education to all.

They transformed British society after the war mainly due to *setting up* a welfare state, that was funded by national insurance and paid benefits for *people out of work*, and free health and education for *everybody*.

They *changed* British society after the war mainly due to *setting up* a welfare state that was funded by national insurance and paid for benefits for *people out of work*, and free health and education for *everybody*.

Answers to nominalisation sentences:

1. The British Labour post-war government's nationalisation of the coal and steel industries led to criticism.
2. The decision to set up social security in Britain was received favourably on the whole/ by most people.
3. The Conservative party members' complaints were ignored by ministers.
4. Instead, ministers made a choice to extend the health provision.
5. Many people in Britain suffered because of poverty and a low level of education.

Degrees of certainty or modality

Extract from: China after 1949: search for national identity

China's foreign policy and international relations can be examined from the perspective of the search for national identity. A national identity "enacts itself by assuming various national roles" and through "interactions with other players in the same arena". It "influences attitudes and policies alike, being the psychological foundation for the roles and behaviour patterns of a country in the international arena."

After 1949, how China defined itself, perceived its role in the world, and interacted with other powers were significantly shaped by the history and memory of the "century of humiliation". To eradicate the legacies of foreign imperialism was at the heart of China's search for a new national identity after liberation. But as Lowell Dittmer argues: "almost from the beginning, the PRC has been afflicted with a national identity dilemma." On the one hand, for the sake of ideological legitimacy and solidarity, China saw itself as part of the socialist bloc headed by the Soviet Union. On the other hand, as a newly independent and undeveloped nation, China identified with the oppressed peoples and nations in the "Third World". ... Nevertheless there has been a consistent thread running through China's quest for national identity (or identities) on the world stage since 1949 – a strong desire to achieve national independence and equality after a century of foreign invasion and exploitation.



After reading this extract from "The search for national identity", three students write their own summaries.

Lucien's summary

China's foreign policy is basically the search for national identity. What this means is adapting various national roles and also dealing with other countries operating in the same sphere.

The "century of humiliation" defined how China saw itself and its role in the world after 1949. China faced a national dilemma. On the one hand, it was part of the international socialist bloc; on the other hand, it was also an underdeveloped and oppressed nation, similar to other "Third World" countries. However, on the whole, China wanted to become an independent, equal nation, free of foreign interference.

- How accurate do you think it is?
- Does it match the tone of the original?



Now read Amélie's summary.

It may be stated that China's foreign policy can be explored from the perspective of searching for a national identity. Some would argue that this can be seen as adopting various national roles and interacting with other countries operating in the same sphere.

Perhaps the "century of humiliation" was a factor in how China saw itself and its role in the world after 1949. From certain perspectives, it could be said that China faced a national dilemma. On the one hand, it was possible to see China as part of the international socialist bloc, and on the other hand it might be said that it saw itself as undeveloped and oppressed nation, similar to "Third world" countries. However, maybe overall China's overall aim can be seen as establishing itself as an independent, equal nation, free of foreign interference.

- How is it different to Lucien's version?
- Can you highlight or annotate some differences?
- How accurate do you think it is?
- Does it match the tone of the original?



Finally, read Odette's summary

It is possible to explore China's foreign policy through the concept of national identity. This can be seen as adopting various national roles and also dealing with other countries in the same sphere.

The "century of humiliation" was undoubtedly a factor in how China saw itself and its role in the world after 1949. According to Lowell Dittmer, China can be viewed as facing a national dilemma. On one hand, it identified itself as part of the internationalist socialist bloc; on the other hand, it had common cause with undeveloped, oppressed "Third World" countries. However, China's overall aim was to establish itself as an independent and equal nation, free of foreign interference.

- How does it compare to the other two versions?
- Can you highlight or annotate some differences?
- How accurate do you think it is?
- Does it match the tone of the original?



How do we convey degrees of certainty or modality?

1. Through modal verbs

Past + take	Present + take
May have taken	May take
Might have taken	Might take
Could have taken	Can take

2. Through modifiers

See how much you can add to this table.

High degree of certainty 	certainly always invariably
Medium degree of certainty	probably usually
Low degree of certainty 	perhaps maybe

Lucien's summary

China's foreign policy **is** basically the search for national identity. **What this means is** adapting various national roles and also dealing with other countries operating in the same sphere.

The “century of humiliation” **defined** how China saw itself and its role in the world after 1949. China faced a national dilemma. On the one hand, it was part of the international socialist bloc; on the other hand, it was also an underdeveloped and oppressed nation, similar to other “Third World” countries. However, on the whole, China **wanted** to become an independent, equal nation, free of foreign interference.

- How accurate do you think it is?
- Does it match the tone of the original?

*Lucien's facts are accurate. However, his tone is very definite, as shown by his use of the present tense which asserts that things **are** like this. It does not reflect the nuances of the original, eg “significantly shaped”.*

Amélie's summary

It may be stated that China's foreign policy can be explored from the perspective of searching for a national identity. Some would argue that this can be seen as adopting various national roles, and interacting with other countries operating in the same sphere.

Perhaps the “century of humiliation” was a factor in how China saw itself and its role in the world after 1949. From certain perspectives, it could be said (as Lowell Dittmer suggests) that China faced a national dilemma. On the one hand, it was possible to see China as part of the international socialist bloc, and on the other hand it might be said that it saw itself as undeveloped and oppressed nation, similar to “Third world” countries. However, maybe overall China's overall aim can be seen as establishing itself as an independent, equal nation, free of foreign interference.

- How is it different to Lucien's version?
- Can you highlight or annotate some differences?
- How accurate do you think it is?
- Does it match the tone of the original?

This is a much more uncertain version – and in some parts it is extremely uncertain (2nd sentence). Some of this is justified – for example 2nd sentence of second paragraph. Sometimes, however, it does not reflect the tone of the original accurately – for example the last sentence where the original is quite definite about China's aim.

The writer has done a lot of “hedging” (ie leaving the door open to other interpretations). This is often done by academic writers, but it can be carried too far.

Odette's summary



It is possible to explore China's foreign policy through the concept of national identity. This can be seen as adopting various national roles and also dealing with other countries in the same sphere.

The "century of humiliation" **was undoubtedly** a factor in how China saw itself and its role in the world after 1949. According to Lowell Dittmer, China can be viewed as facing a national dilemma. On one hand, it **identified** itself as part of the internationalist socialist bloc; on the other hand, it **had** common cause with undeveloped, oppressed "Third World" countries. However, China's overall aim **was** to establish itself as an independent and equal nation, free of foreign interference.

- How does it compare to the other two versions?
- Can you highlight or annotate some differences?
- How accurate do you think it is?
- Does it match the tone of the original?

This version is a balance of hedging (the text in purple/underlined) and assertion or stating things (text in purple/bold).

Table of modifiers

High degree of certainty 	Is always undoubtedly never	certainly invariably definitely
Medium degree of certainty	probably normally (it is/was) likely may might	usually generally often can
Low degree of certainty 	perhaps possible/possibly sometimes	maybe conceivably occasionally

Clarity and editing

Using noun phrases to develop your writing style and compress information

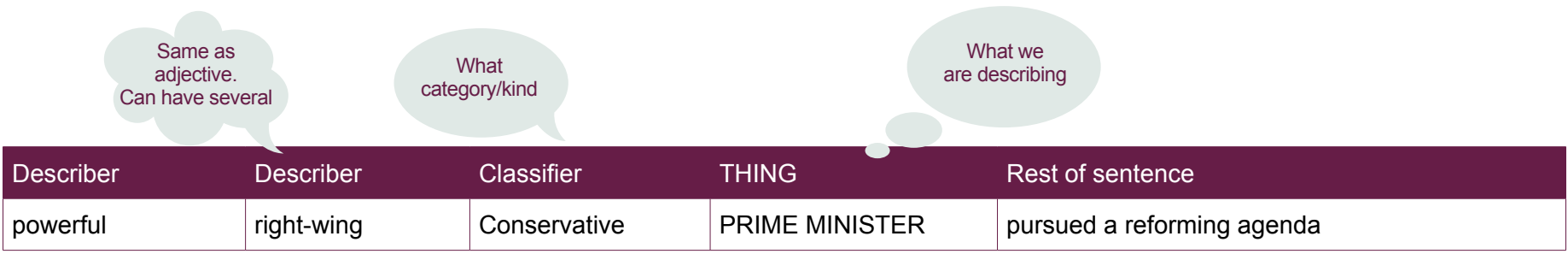
Topic: Study of Britain 1945 - 1990

Example 1

What is the difference between these ways of expressing information about Margaret Thatcher?

Margaret Thatcher was a powerful Prime Minister. She was on the right wing of the Conservative party and she pursued a reforming agenda.
Margaret Thatcher, a powerful right wing Conservative Prime Minister, pursued a reforming agenda.

How did we move from one to the other? This is an analysis of the process.



Example 2

Clement Attlee was the Labour Prime Minister from 1946- 1951. He was experienced and skilful and drove through a programme of substantial change.

Describer	Describer	Classifier	THING	Rest of sentence
experienced	skilful	Labour	PRIME MINISTER	drove through ...

Rewrite the sentence using a noun phrase:



An example for you to do:

Aneurin Bevan was a Labour MP and. He was Welsh and left-wing. He was the founder of the National Health Service

Describer	Describer	Classifier	THING	Rest of sentence

Write out your sentence below:

Second example

Arthur Scargill was a powerful miners' union leader, and he wanted to take on the Conservative government in the early 1980s. He was charismatic.

Describer	Describer	Classifier	THING	Rest of sentence

Write out the new sentence and variants:

A different example:

Thatcherism was a political ideology. It was very individualistic, it was radical and it reshaped Britain in the 1980s.

Describer	Describer	Classifier	THING	Rest of sentence
radical	Individualistic	political	IDEOLOGY	reshaped Britain in the 1980s.

Re-written sentence:

Thatcherism, a radical individualistic political ideology, reshaped Britain in the 1980s

Extension – do the same with the following (they may break the rules a little):

Monetarism was the dominant economic theory in the 1980s. It claimed that controlling the money supply dictates that state of the economy.

Describer	Describer	Classifier	THING	Rest of sentence

Write out the new sentence:

Milton Friedman was an economist. He was American and very influential, and he was an exponent of monetarism.

Describer	Describer	Classifier	THING	Rest of sentence

Write out the new sentence:

Answers for noun phrases

Example 1

What is the difference between these ways of expressing information about Margaret Thatcher?

Margaret Thatcher was a powerful Prime Minister. She was on the right wing of the Conservative party and she pursued a reforming agenda.

Margaret Thatcher, a powerful right wing Conservative Prime Minister, pursued a reforming agenda.

The second sentence packs a lot of information into a noun phrase which describes Margaret Thatcher as a Prime Minister. It is more succinct and stylish.

How did we move from one to the other? This is an analysis of the process.

Describer	Describer	Classifier	THING	Rest of sentence
powerful	right-wing	Conservative	PRIME MINISTER	Pursued a reforming agenda

Example 2

Clement Attlee was the Labour Prime Minister from 1946- 1951. He was experienced and skilful and drove through a programme of substantial change.

Describer	Describer	Classifier	THING	Rest of sentence
experienced	skilful	Labour	PRIME MINISTER	drove through ...

Rewrite the sentence using a noun phrase:

Clement Attlee, the skilful, experienced Labour Prime Minister, drove through a programme of substantial change.



An example for you to do:

Aneurin Bevan was a Labour MP and. He was Welsh and left-wing. He was the founder of the National Health Service

Describer	Describer	Classifier	THING	Rest of sentence
Left wing	Welsh	Labour	MP	Was the founder of the NHS

Write out your sentence/s below:

Aneurin Bevan, the left-wing Welsh Labour MP, was the founder of the National Health Service.

The left-wing Welsh Labour MP Aneurin Bevan was the founder of the National Health Service.

Second example

Arthur Scargill was a powerful miners' union leader, and he wanted to take on the Conservative government in the early 1980s. He was charismatic.

Describer	Describer	Classifier	THING	Rest of sentence
Powerful	Charismatic	Miners' union	LEADER	Wanted to take on ...

Write out the new sentence and variants

Arthur Scargill, the powerful, charismatic miners' union leader, wanted to take on the Conservative government in the 1980s.

The powerful, charismatic miners' union leader, Arthur Scargill, wanted to take on the Conservative government in the 1980s.

A different example:

Thatcherism was a political ideology. It was very individualistic, it was radical and it reshaped Britain in the 1980s.

Describer	Describer	Classifier	THING	Rest of sentence
radical	Individualistic	political	IDEOLOGY	reshaped Britain in the 1980s.

Re-written sentence:

Thatcherism, a radical individualistic political ideology, reshaped Britain in the 1980s

Extension – do the same with the following (they may break the rules a little):

Monetarism was the dominant economic theory in the 1980s. It claimed that controlling the money supply dictates that state of the economy.

Describer	Describer	Classifier	THING	Rest of sentence
Dominant	1980s	economic	THEORY	

Write out the new sentence:

Monetarism, the dominant 1980s economic theory, claimed that controlling the money supply dictates the state of the economy.

Milton Friedman was an economist. He was American and very influential, and he was an exponent of monetarism.

Describer	Describer	Classifier	THING	Rest of sentence
Influential	American		ECONOMIST	Was an exponent of monetarism

Write out the new sentence:

Milton Friedman, the influential American economist, was an exponent of monetarism.

There is no classifier here.

Negative summary (or selecting relevant information)

Teaching notes on negative summary

Point out to students that this is an activity which is intended to help them focus on what is relevant for the question, through eliminating what is not. It provides practice in seeing what is NOT relevant and could be seen as padding.

It can be liberating to cross things out! This can be applied to longer reading texts too – focusing on what is needed for a particular task can make them less daunting.



*Read the following account of Monetarism under Thatcher. **Take your black pen and cross out anything (after the definition) that does not relate to this aspect of topic.** It is now 354 words; try to reduce it to 200 words approximately.*

The drawbacks and failures of monetarism

Monetarism can be defined as a policy of controlling the money supply and through this the rate of inflation. This was thought to be key to controlling the economy. In practice, the policy involved higher interest rates, cutting direct taxes (such as income tax) and spending cuts in areas such as welfare.

Monetarist policies are partly credited for helping to turn around Britain's economic decline. When Thatcher came to power in 1979, inflation stood at 25%. When inflation fell in the early 1980s, the pound grew stronger. This is traditionally linked to a strong economy and makes imports cheaper.

While monetarist policies were successful in reducing inflation, nevertheless, they led to a deep fall in manufacturing output. The strong pound exacerbated this and reduced exports. As a result, the British manufacturing industry declined and the British economy became more dependent on financial services. The government did not pursue an industrial policy as such. It could be argued that previous governments had set too much store on manufacturing and that a rebalancing was needed.

Another consequence of monetarism was high unemployment. In the early 1980s, unemployment rose to three million. Unemployment remained high throughout the 1980s, suggesting a rise in structural unemployment as a result of the decline in traditional manufacturing firms. This had other deep-seated consequences for affected areas of the country – as employment prospects waned, and incomes fell, the cohesion of the community was put at risk.

Thatcher and other Conservative politicians were influenced by Austrian economist Hayek, who believed in the importance of the free market. He was opposed to state planning of the economy (seeing it as a sort of totalitarianism). Hayak also stated that control of the money supply by central banks would lead to lower interest rates, although he pointed out that this could affect investment negatively.

Monetarism was a controversial policy and in 1981 as many as 365 economists wrote to The Times pointing out its flaws. They asserted that the link between the money supply and inflation was weaker than monetarists claimed and that constant tightening of the money supply was required for it to be successful. (354 words)



Answer Guide:

Version 2 (with irrelevant information crossed out)

Monetarism can be defined as a policy of controlling the money supply and through this the rate of inflation. This was thought to be key to controlling the economy. In practice, the policy involved higher interest rates, cutting direct taxes (such as income tax) and spending cuts in areas such as welfare.

Monetarist policies are partly credited for helping to turn around Britain's economic decline. When Thatcher came to power in 1979, inflation stood at 25%. When inflation fell in the early 1980s, the pound grew stronger. This is traditionally linked to a strong economy and makes imports cheaper.

While monetarist policies were successful in reducing inflation, nevertheless, they led to a deep fall in manufacturing output. The strong pound exacerbated this and reduced exports. As a result the British manufacturing industry declined and the British economy became more dependent on financial services. The government did not pursue an industrial policy as such. It could be argued that previous governments had set too much store on manufacturing and that a rebalancing was needed.

Another consequence of monetarism was high unemployment. In the early 1980s, unemployment rose to three million. Unemployment remained high throughout the 1980s, suggesting a rise in structural unemployment as a result of the decline in traditional manufacturing firms. This had other deep-seated consequences for affected areas of the country – as employment prospects waned, and incomes fell, the cohesion of the community was put at risk.

Thatcher and other Conservative politicians were influenced by Austrian economist Hayek, who believed in the importance of the free market. He was opposed to state planning of the economy (seeing it as a sort of totalitarianism). Hayek also stated that control of the money supply by central banks would lead to lower interest rates, although he pointed out that this could affect investment negatively.

Monetarism was a controversial policy and in 1981 as many as 365 economists wrote to The Times pointing out its flaws. They asserted that the link between the money supply and inflation was weaker than monetarists claimed and that constant tightening of the money supply was required for it to be successful.



Final version of the text:

The drawbacks and failures of monetarism

Monetarism can be defined as a policy of controlling the money supply and through this the rate of inflation. This was thought to be key to controlling the economy. In practice, the policy involved higher interest rates, cutting direct taxes (such as income tax) and spending cuts in areas such as welfare.

Monetarist policies led to a deep fall in manufacturing output. The strong pound exacerbated this and reduced exports. As a result the British manufacturing industry declined and the British economy became more dependent on financial services.

Another consequence of monetarism was high unemployment. In the early 1980s, unemployment rose to three million. Unemployment remained high throughout the 1980s, suggesting a rise in structural unemployment as a result of the decline in traditional manufacturing firms. This had other deep-seated consequences for affected areas of the country – as employment prospects waned, and incomes fell, the cohesion of the community was put at risk.

Monetarism was a controversial policy and in 1981 as many as 365 economists wrote to The Times pointing out its flaws. They asserted that the link between the money supply and inflation was weaker than monetarists claimed and that constant tightening of the money supply was required for it to be successful.

(205 words)

Negative summary – special economic zones

Instructions



Read the text below and delete the words or phrases that add or exemplify key points or could be considered redundant information. Try and reduce the text to 250 words or fewer.

There is not just one Mexico, a common line runs, but two of them. The northern half of the country - the states bordering America and the Bajío region to the south of them - is the “North American” Mexico, an area of higher productivity, faster growth and greater levels of foreign investment. To the south is the country’s “Central American” heartland- a greener region more geared towards agriculture than to manufacturing, where nine of the ten states with the highest incidence of extreme poverty are located. For decades successive governments have debated how to encourage more investment in the south and thus bring the two Mexicos closer together. The current one thinks it has an answer: special economic zones.

Special economic zones are geographically defined areas that enjoy lower taxes or less exacting regulation than the rest of a country. The intention is to promote investment in deprived areas with incentives that might be unaffordable, unpopular or unnecessary if applied nationally. First used in Ireland in 1959, they now number over 4,300 globally. Roughly half, according to Abraham Zamora of Banobras, a state development bank, have been successful. Which half Mexico’s will fall into is not yet clear.

The law creating the zones was signed at the end of May; they should be up and running in 2018. “They will undoubtedly constitute a milestone in public policies for alleviating poverty and inequality,” Enrique Peña Nieto, Mexico’s president, has said, a mite prematurely.

Successful economic zones tend to capitalise on the strengths of the local economy. For example, the agricultural bent of the region around Puerto Chiapas, it is hoped, may spur investments in agribusiness. In general, though, zones must offer three enticements to would-be investors: alluring tax breaks, good infrastructure and a decent workforce. By putting two of the zones in (or possibly next to- the details are not yet known) existing ports, the Mexican government is at least trying to ensure that infrastructure will be less of an issue. Those zones should not be held back by the isolation that has bedevilled similar schemes elsewhere.

(345 words)

Special Economic Zones: suggested answer

There is not just one Mexico, ~~a common line runs~~, but two of them. The northern half of the country ~~—the states bordering America and the Bajío region to the south of them—~~ is the “North American” Mexico, an area of higher productivity, faster growth and greater levels of foreign investment. To the south is the country’s “Central American” heartland ~~—a greener region~~ more geared towards agriculture than to manufacturing, where nine of the ten states with the highest incidence of extreme poverty are located. For decades ~~successive~~ governments have debated how to encourage more investment in the south and thus bring the two Mexicos closer together. The current one thinks it has an answer: special economic zones.

Special economic zones are ~~geographically defined~~ areas that enjoy lower taxes or less ~~exacting~~ regulation than the rest of a country. The intention is to promote investment in ~~deprived areas~~ with incentives that might be unaffordable, unpopular or unnecessary if applied nationally. ~~First used in Ireland in 1959~~, they now number over 4,300 globally. Roughly half, ~~according to Abraham Zamora of Banobras, a state development bank~~, have been successful. Which half Mexico’s will fall into is not yet clear.

The law creating the zones was signed at the end of May; they should be up and running in 2018. ~~“They will undoubtedly constitute a milestone in public policies for alleviating poverty and inequality,” Enrique Peña Nieto, Mexico’s president, has said, a mite prematurely.~~

Successful economic zones tend to capitalise on the strengths of the local economy. For example, the agricultural ~~bent of the region around Puerto Chiapas~~, it is ~~hoped~~, may spur investments in agribusiness. In general, though, zones must offer three enticements to ~~would be~~ investors: ~~alluring~~ tax breaks, good infrastructure and a decent workforce. By putting two of the zones in ~~(or possibly next to—the details are not yet known)~~ existing ports, the Mexican government is ~~at least~~ trying to ensure that infrastructure will be less of an issue. ~~Those zones should not be held back by the isolation that has bedevilled similar schemes elsewhere.~~

Version 2 (after eliminating redundant information)

THERE is not just one Mexico, but two of them. The northern half of the country is the “North American” Mexico, an area of higher productivity, faster growth and greater levels of foreign investment. To the south is the country’s “Central American” heartland- more geared towards agriculture than to manufacturing, where nine of the ten states with the highest incidence of extreme poverty are located. For decades governments have debated how to encourage more investment in the south and thus bring the two Mexicos closer together. The current one thinks it has an answer: special economic zones.

Special economic zones are areas that enjoy lower taxes or less regulation than the rest of a country. The intention is to promote investment with incentives that might be unaffordable, unpopular or unnecessary if applied nationally. (SEZs) now number over 4,300 globally. Roughly half have been successful. Which half Mexico’s will fall into is not yet clear.

The law creating the zones was signed at the end of May; they should be up and running in 2018. Successful economic zones tend to capitalise on the strengths of the local economy. For example, the agricultural region around Puerto Chiapas, may spur investments in agribusiness. In general, though, zones must offer three enticements to investors: tax breaks, good infrastructure and a decent workforce. By putting two of the zones in existing ports, the Mexican government is trying to ensure that infrastructure will be less of an issue.

(242 words)



Now reduce still further by rearranging some words or phrases or deleting even more.

Answer version 3 (with some words added or rearranged – in purple)

There is not just one Mexico, but two of them. The northern half of the country is the “North American” Mexico, an area of higher productivity, faster growth and greater levels of foreign investment. To the south is the country’s “Central American” **agricultural** heartland - where nine of the ten states with the highest incidence of extreme poverty are located. **After decades of debating** how to encourage more investment in the south and bring the two Mexicos closer together. The current **government** thinks it has an answer: special economic zones.

Special economic zones are defined areas that enjoy lower taxes or less regulation than the rest of a country. The intention is to promote investment with **specific regional** incentives.

Roughly half of **the 4,300 global SEZs** have been successful. Which half Mexico’s will **be in is** not yet clear. The law creating the zones was signed at the end of May; they should be **operational** in 2018. Successful economic zones tend to capitalise on the strengths of the local economy. For example, the agricultural region around Puerto Chiapas, may spur investments in agribusiness. In general, tax breaks, good infrastructure and a decent workforce **entice investors**. By putting two of the zones in ports, the Mexican government is trying to ensure that infrastructure will be less of an issue.

(218 words)

Consistency of verb tenses

This is a problem often encountered in students' writing, and more common in History. It occurs when the writer lapses into the wrong tense, usually the present tense when referring to a past event, and this is at odds with the rest of the sentence/ text.

Examples from students' writing

This idea of a separation between the party and its leader is a trait of the USSR while the Nazi regime was in fact represented by Hitler.

Both regimes had similar aims, to instill fear in a population, but while Germany does it through creating a brutal police force, the USSR put in place a secret police force.

Activity to raise awareness



In the following activity, read the sentences and highlight the examples of tense inconsistencies and write the accurate form of the verb below. Not all sentences are incorrect.

1. When the welfare state is introduced to Britain, some cartoonists depicted it as a nanny pushing a British person in a pram.
2. The death rate of children under 1 decreased rapidly from 1933 – 1956 and this was largely due to the new free health service.
3. Some doctors complain about their rates of pay and paperwork after the NHS was established in 1946.
4. The devaluation of the pound in 1949 helped to boost British exports, which in turn contribute to a high rate of employment.
5. Trade Unions accepted a wage freeze in 1948, and there were very few strikes over the next few years.
6. The Marshall Plan helped the recovery of British industry – it provides technological assistance as well as financial aid.
7. The nationalisation of various industries took place after 1945, but it is not new as the government had taken over the running of some key industries like the railways during the war.
8. One aim of nationalisation was to put workers before profit, while government money will be spent on modernization.
9. Most nationalisation programmes (such as gas) are not problematic; however, the nationalization of transport, coal and steel caused controversy.

Answers: Consistency of verb tenses

1. When the welfare state **was** introduced to Britain, some cartoonists depicted it as a nanny pushing a British person in a pram.
2. The death rate of children under 1 **decreased** rapidly from 1933 – 1956 and this was largely due to the new free health service.
3. Some doctors **complained** about their rates of pay and paperwork after the NHS was established in 1946.
4. The devaluation of the pound in 1949 helped to boost British exports, which in turn **contributed** to a high rate of employment.
5. Trade Unions **accepted** a wage freeze in 1948, and there were very few strikes over the next few years.
6. The Marshall Plan helped the recovery of British industry – it **provided** technological assistance as well as financial aid.
7. The nationalisation of various industries took place after 1945, but it **was** not new as the government had taken over the running of some key industries like the railways during the war.
8. One aim of nationalisation was to put workers before profit, while government money **would** be spent on modernization.
9. Most nationalisation programmes (such as gas) **were** not problematic; however, the nationalization of transport, coal and steel caused controversy.

Reviewing advanced EAL learners' essay and evaluative writing

Diagnostic Marking Frame	Judgement of effective use		
	Yes	No	Partial
Text level			
Is there good development of argument, theme, content knowledge?			
Is there a clear introduction which previews main themes?			
Does each paragraph have a clear topic sentence and add evidence and examples?			
Does the conclusion summarise the main argument?			
Sentence level			
Are multi-clause sentences accurate with suitable conjunctions or discourse markers?			
Does the writer use pronouns (it, this, these, who etc) to refer back to previous ideas?			
Is the verb use accurate? (e.g. past tenses, passive voice, modality)			
Punctuation used to demarcate sentences and clauses			
Are full stops, question marks and exclamations used?			
Does the writer use semicolons and colons correctly?			
Are commas used to separate words in lists?			
Are speech marks used for direct quotation from sources or documents?			
Word level			
Noun groups: Does the writer chose words with precision to describe events/processes?			
Verb choice: Does the writer use a range of analytical verbs, for example to express certainty or probability?			
Are comparatives and superlative adjectives used well? (Great, greater, the greatest)			
Time adverbials: Are the words for and since used appropriately for dates and periods of time?			
Is academic vocabulary used widely and appropriately?			
What does the writer do well?			
What aspects need improvement?			

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