

Analytical Writing: Analyze an Issue

Original classroom teaching; not an official form or score predictor

1. Scope and task

Scope and task

Original classroom practice within the reviewed shorter-test task types. This does not simulate an adaptive test or predict a scaled or writing score. Earlier official public forms remain exposed practice; their version and writing-source holds still apply.

2. Scope and task

Scope and task

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

3. Scope and task

Scope and task

qualification : A limit that makes a position more precise.

4. Scope and task

Scope and task

objection : A reason against a position.

5. Read the evidence and choose a method

Read the evidence and choose a method

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

6. Read the evidence and choose a method

Read the evidence and choose a method

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

7. Read the evidence and choose a method

Read the evidence and choose a method

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

8. Read the evidence and choose a method

Read the evidence and choose a method

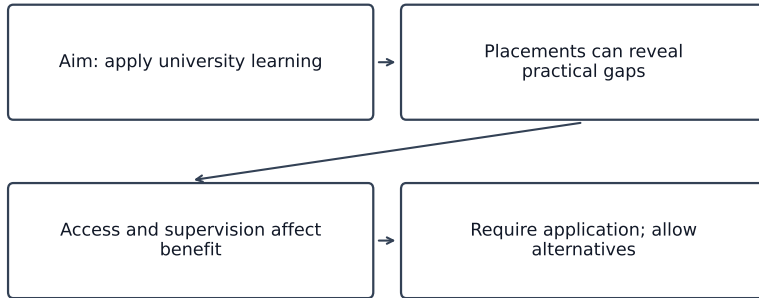
Consider a serious objection and answer it. Revise organisation and clarity; the emphasis is analysis, not ornate vocabulary.

9. Worked reasoning

Worked reasoning

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

Figure 10: Worked reasoning



Check the labelled values and conditions.

11. Conditions and common errors

Conditions and common errors

Do not practise Analyze an Argument as a current standard GRE General writing component. Older materials can contain retired tasks.

12. Original application

Original application

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

13. Model and reasoning

Model and reasoning

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

14. Model and reasoning

Model and reasoning

In many professional subjects, a placement can reveal a gap between understanding a rule and using it. Consider a hypothetical engineering student who can calculate an ideal load correctly. In a supervised workshop, the student may also need to explain assumptions to a technician, notice a damaged component and record a change in the design. These activities require judgement that a written calculation alone may not show.

15. Model and reasoning

Model and reasoning

A university can strengthen this learning by asking the student to connect a workplace decision with a course principle and explain the limits of the model used.

16. Model and reasoning

Model and reasoning

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

17. Model and reasoning

Model and reasoning

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

18. Model and reasoning

Model and reasoning

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

19. Model and reasoning

Model and reasoning

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

20. Try independently

Try independently

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

21. Reasoning and check

Reasoning and check

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

22. Reasoning and check

Reasoning and check

Review task fit, mechanisms, examples, counterargument and clarity; there is no uniquely correct stance or official score here.

Check yourself

Reconstruct the method without looking back

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