

Must Know for your A2 Exam

In the actual exam you will get 4 questions and you must answer three. These questions will include material from both the first and second years.

You will be marked 40% on explanation, quotes, books, names, arguments and 60% on evaluation, judgment and analysis. This means if you learn only the PowerPoints or textbooks you will not pass.

You **MUST** add your own judgments, evaluation and analysis. This includes applying and justifying critical words – an argument being convincing for example. You must also develop defence arguments and further criticisms.

You are basically playing the role of lawyer, judge and executioner. You must present the arguments and the strengths and weaknesses, judge whether the arguments work or not and then execute a conclusion in relation to the question.

You cannot make a reasoned judgement without picking and arguing a side! So what is your line of argument going to be? How are you going to argue towards a conclusion?

Option – you could try something new with your writing style if you wish. This might help you score more marks and really emphasize your evaluation.

Rather than starting with ‘point - explain – link - evaluate’ you could...

Start by posing an argument – then outline a point that backs up this argument — then link the point towards the question – then look at the strengths of the argument you are posing – add names that would support this view and justify why their points are good/convincing/ plausible then propose weaknesses/ problems/ criticisms against your argument – finally add a name that would argue against your point and whether their point works to an extent against your argument or not.

Do this for every paragraph. What this means is that you are using your names/ arguments and descriptions in relation to the argument you are trying to develop/ justify and analyse meaning that the majority of your paragraph will be evaluation!

What this means is **YOU HAVE TO GET OFF THE FENCE AND MAKE A JUDGEMENT FOR OR AGAINST THE QUESTION!**

Never use ‘I think’ though when posing your argument. This is not academic writing and will not work at university. You must use academic sentence starters to assert your views such as the ones included in this booklet.

These sentence starters will help you present, develop and justify an argument

- (Philosopher/ theologian) have a point in thinking like that...
- To a certain extent (Philosopher/ theologian) is right because ...
- After seeing this evidence, there is no way this idea can be agreed with because ...
- The strength/ weakness of such an approach is that ...
- As (philosopher/ theologian) perceptively/insightfully pointed out..... This seems/appears to be...
- The evidence/argument presented by (philosopher/ theologian) supports his/her claim/conclusion that...
- (Philosopher/ theologian) illustrates (...) as However, this view somewhat underestimates/ overlooks/ assumes
- Although (philosopher/ theologian) interpretation/claims ofis generally quite accurate, there are instances when it is somewhat contrived/superficial. For example, ...
- (Philosopher/ theologian) view seems rather (add negative point) but/yet from their argument there are some (add positive point)
- Although/Even though (philosopher/ theologian) arguments seem (add positive point), a closer examination reveals that (add negative point)
- It appears that the (philosopher/ theologian) ...
- The concept presented by (philosopher/ theologian) is intriguing/innovative in that it... (positive)
- The arguments (philosopher/ theologian) presented are inadequately supported... (negative)
- The evidence presented accurately/inaccurately portrays/presents...
- However there is limited evidence for (...) because...

- It is debatable whether (add negative point)
- This can be proved/ disproved by...
- This is questionable as it...
- Although is this really the case when looking at...
- This point seems to lack value because...
- This argument would be better if...
- The evidence used to draw this conclusion seems (add positive or negative point)
- This view can be seen as better/ worse than (philosopher/ theologian) because...
- This could be interpreted as meaning (...)
- This viewpoint fails because...
- Whilst (philosopher/ theologian) presents an interesting/ convincing/ plausible point that (...) it still raises the question of (...)
- This is effective because...
- This is a crucial part of the argument because...