

PERSUASION IN HIGHER EDUCATION:
A COMPARATIVE INVESTIGATION OF ARGUMENTATIONAL
STRATEGIES IN STUDENT AND EXPERT OPINION ESSAYS

by

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APPENDICES

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1 The Birmingham Brief (BB) corpus

This appendix contains:

- (1) a list of the BB titles
- (2) each BB, as it appeared on the website, but here anonymised
- (3) authors and author details as they appeared on the website
- (4) consent request letter

1.1 BB titles

1. BB1: Was anything achieved in Cancún?
2. BB2: Lobbying – a necessary part of politics
3. BB3: Sudanese independence
4. BB4: Is festive stress really so bad for our health?
5. BB5: What makes WikiLeaks so dangerous?
6. BB6: What would you do for £2billion a year?
7. BB7: Weighing up the real value of the G8 summit
8. BB8: Adult social care is fundamentally broken
9. BB9: Success at Edgbaston hits the wickets at Westminster: Why efforts to increase the number of women MPs seems [sic] to have been stumped.
10. BB10: Why doesn't work pay?
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13. BB13: Gambling: The debate we should be having
14. BB14: Crisis in Cairo
15. BB15: Electricity Market Reform: All power to the Big Six!
16. BB16: In defence of 'death taxes'
17. BB17: Tunisia's 'Jasmine Revolution' and its aftermath: defining new expectations for the Arab world?
18. BB18: Over-egging the chocolate this Easter: why you should always keep an eye on what you are eating
19. BB19: A Wimbledon victory – was science the secret behind Murray's success?
20. BB20: Quantum technology: iSensing the underworld
21. BB21: Why national politics is a mixed blessing in today's local elections
22. BB22: Oral health as a marker for poverty

1.2 Anonymised BBs

1.2.1 BB1. Was anything achieved in Cancún? – 259 words

Unlike the previous meeting in Copenhagen a year ago, the UN Climate Change Conference in Cancún, which finished last Saturday, did produce an agreement. In the words of the United Nations Framework Convention on Climate Change (UNFCCC) Executive Secretary Christiana Figueres, 'The beacon of hope has been reignited and faith in the multilateral climate change process to deliver results has been restored'. The key question is - is it good enough?

The 'results' Figueres is referring to are processes not outcomes. Her choice of words can be read as a critical comment on what happened in Copenhagen, where nations failed to 'work together under a common roof' and reach an agreement 'in a transparent and inclusive process'. Much of what has been agreed relates to the functions of new institutions and the start of processes to create these institutions. The big omission, as NGOs were quick to point out, was on concrete and legally binding emissions reduction targets. That challenge was moved forward, again, to next year's meeting in Durban.

Cancún demonstrates the challenge for international climate policy. It is very difficult to achieve fair outcomes without procedural justice, but the latter takes a lot of time, goodwill and collaborative effort to establish. The Cancún agreement isn't nearly good enough, but what are the alternatives? Until some way is found to deliver global security to future generations without the need to first build institutions for global environmental governance, the UNFCCC is the only show in town. With Cancún, this show is on the road again, albeit very slowly.

1.2.2 BB2. Lobbying - a necessary part of politics – 412 words

Lobbying is once again a dirty word. The case of Liam Fox and Adam Werritty has led to bigger questions being asked about the accountability and transparency of British public life, more so than at any time since the expenses scandal of 2009. Yet lobbying is an inevitable, longstanding and relatively harmless part of politics. Notwithstanding the drama of defence policy and Cabinet resignations, its significance can also be grossly exaggerated.

Media concern over lobbying often leaves the impression that access to Ministers and influence over policy is murky and secretive, with power being wielded far away from the public gaze. The reality of attempts to influence policymakers is far more banal – characterised as it is by written submissions to consultations, oral evidence to committees, and well-briefed grassroots activists making appointments to see their MP. Yes, commercial interests engage in lobbying, but so too does the public sector itself, alongside charities, voluntary groups and non-governmental organisations (NGOs).

The NGOs in Britain project at the University of Birmingham has recently been exploring the role and influence of NGOs in British public life since 1945. These groups have proliferated since the end of the Second World War, as increasingly affluent, educated and therefore discerning citizens have turned away from the mass political parties, and sought other ways to champion causes close to their heart. In order to justify this growing public support, NGOs have found themselves increasingly compelled to engage with politics, and since the 1970s particularly, have professionalised their lobbying operations.

In doing so, NGOs have turned themselves into policy experts in their particular fields, and have sought to deploy this expertise to leverage political change. They have lobbied on behalf of their supporters on every imaginable topic – from international development to doorstep recycling schemes. This lobbying has overwhelmingly taken place either in public, or in official meetings with civil servants and Ministers. Moreover, it has tended to concentrate on incremental change in the specific details of policy. In the face of a strong, determined government, tinkering around the edges is usually the most a lobbyist can hope for.

All of this is a far cry from the Machiavellian fantasies that get aired whenever the question of lobbying comes up. Yet the idea that lobbyists wield vast amounts of unaccountable, secretive power is just that – a fantasy. The mundane reality is that the policy making machinery is too big, and too complex, to be distracted by whispers in even the most carefully-chosen ear.

1.2.3 BB3. Sudanese independence – 444 words

On 9 January polling started in Southern Sudan in a referendum to determine whether one of the largest states in Africa will divide. The result of the referendum is so certain that the South's Independence Day has already been set for 9 July, six months after the start of polling. Many see this as the culmination of the peace process and the agreement signed in 2005 that ended almost 22 years of civil war which had resulted in around two million deaths.

When secession happens, it will result in two new countries. South Sudan will become the 196th country in the world and one of the poorest despite its potential resources. The North, meanwhile, will be greatly diminished by the loss of those resources, particularly 80% of Sudan's oil reserves and revenue.

Separation presents a risk of violence. Sudan's current President, Omar al-Bashir, is the only Head of State wanted by the International Criminal Court for war crimes and whilst he has recently played down threats of violence, there remain disputes in the Darfur Region and other areas. A parallel referendum on joining the north or south, due to be held in the oil rich region of Abyei, has been abandoned as a result of lack of agreement over voter eligibility. These disputes are likely to rumble on.

Even if independence happens without further incident, it faces not only border disputes with the North, but also factionalism across the South. The 2005 Comprehensive Peace Agreement was signed between the North and the Sudan People's Liberation Movement/Army (SPLM/A). The SPLM/A, whilst being the largest political faction, is not the only one. The North-South divide, between an Islamic North and an animist and Christian South, masks significant differences between groups within the South that were united against Khartoum but lack a united post-independence ideology.

Sudan's secession makes a number of African governments nervous. The last country to gain independence was Eritrea in 1993 and this resulted in a series of violent disputes with Ethiopia. Somaliland has been campaigning for independence from the world's perpetual failed state, Somalia, and may now look to South Sudan, as will Darfur, the Delta in Nigeria, Cabinda in Angola, Ogaden in Ethiopia and the northern Sahara in Nigeria. These regions may look for political independence along with the resources they control despite the received wisdom that integration brings greater economic, security and political rewards than atomisation. The drive to new statehood therefore makes domestic rulers and international agencies nervous for the future of the continent as a whole.

1.2.4 BB4. Is festive stress really so bad for our health? – 444 words

Christmas is perennially highlighted as one of the most stressful times of the year with the natural assumption being that stress is always bad for our physical health. However, our research is showing that the picture may be rather less clear and that there may be health risks inherent in not reacting to stressful situations. People who have low (blunted) cardiovascular and cortisol reactions to acute stress could be at greater risk of conditions such as depression and obesity, and have lowered immunity to infection.

These findings emerged from our analysis of a large community study set up by the Medical Research Council Unit at the University of Glasgow. We continually found seemingly contradictory associations and instead of high stress reactivity being related to negative health outcomes or behaviours, it was the low stress reactors who were more at risk. In fact, those who did not show large heart rate and blood pressure reactions to a short laboratory stress task were more likely to become depressed and obese over the following five years.

With heart disease the biggest cause of the death in the UK today, it is widely accepted that people who have a profound physical reaction to acute stress, such as raised heart rate and respiration, run a higher risk of developing cardiac problems including high blood pressure and heart attack, or stroke.

By implication, low heart reactivity has been thought to be benign – and even protective – leading to the belief that ‘chilled out’ folk who show the lowest stress reactions are also likely to be the healthiest. But our new findings suggest there are significant health risks at both ends of the reactivity spectrum.

It is likely that having lower or no reaction to short-term stress actually reflects some sort of disorder of the motivational systems in the brain, which are the same areas that are disordered among smokers and alcoholics.

Whereas high reactivity contributes to, and exacerbates, inflammatory cardiovascular disease, low reactivity may compromise immunity and our ability to fight infectious disease and, as such, be the maladaptive response.

In a recent meta-analysis, other negative psychological or behavioural traits, including anxiety, neuroticism and negative affectivity, were also revealed to be related to decreased cardiovascular reactivity.

Although the mechanisms of such associations are not yet fully understood, the growing literature associated with low stress responses suggests that we need to rethink our understanding of the links between departures from normal physiological response patterns and our health.

Whilst we wouldn't want to wish anyone a stressful Christmas it may be some comfort to realise that short term stress reactions may not be such a negative thing for our health as previously thought.

1.2.5 BB5. What makes WikiLeaks so dangerous? – 448 words

Misguided, irresponsible, reprehensible – these are just some of the words used by critics to describe the latest set of releases on the website, WikiLeaks. But is this more than hurt pride and should we really care one way or another?

On one level probably not. For anyone following international affairs, there is very little surprising or new material beyond what most of us either already knew or suspected. There is a problem with organised crime in Russia? The Chinese are fed up with North Korea? The Saudis are opposed to an Iranian bomb? Chris Patten is sceptical about the EU ever becoming a real power? It does not take a genius to figure any of this out.

But publicly confirmed knowledge of these issues is only half the story – having this knowledge in the public domain has consequences. On the one hand, it makes the position of those who go against the grain much harder, including in their own societies or cultures. How is exposing leading Arab politicians for taking a rather grim view on the Iranian nuclear programme going to help to prevent a very dangerous escalation in the Middle East and beyond? Will North Korea now suddenly play nice knowing that its only supposed ally has had enough?

Perhaps more importantly, and contrary to all WikiLeaks' assurances, the release of confidential diplomatic cables puts at risk the lives of people who are the source of the information. While it is difficult to see how Chris Patten might come to serious harm at the hands of a staunch Europhile, sources in authoritarian regimes do not have this luxury. Even if source names are erased from the cables before publication, it will often be relatively easy to determine who could have passed on information. Accusations may target the 'right' or the 'wrong' person, but regardless, people will suffer the consequences – not because someone had the courage to speak to American diplomats, but because someone else, operating in the comfort of democratic Iceland, Sweden or Switzerland, all governed by clear rule-of-law and abiding by the highest standards of human rights, sees it as befitting his personal agenda to put their lives at risk.

It takes a very particular kind of courage to expose and address crime and corruption in authoritarian regimes – courage which is displayed by those who say things that are unpopular or controversial in their own circumstances in an effort to stand up to injustice and oppression. The latest self-serving stunt by Julian Assange has done nothing to honour such courage, but everything to make it shorter-lived and in shorter supply. Tragically, the better world for which Assange allegedly crusades is now a good deal further off.

1.2.6 BB6. What would you do for £2billion a year? – 458 words

Where can Higher Education (HE) find an injection of £14billion over the next decade? It's a pretty big question, and one that you would imagine interests government as much as it does Vice Chancellors and Finance Directors. The answer is simple, a little bit of a mouthful, and showing a resurgence not seen since Joseph Chamberlain and his friends founded the University of Birmingham – philanthropy.

Giving to UK universities and colleges is flourishing, despite the recession, and bucking the overall charitable trends in the UK and the USA. HE attracts more £1million gifts than any other charitable sector. Since 2006/7 the number of donors has increased by 54% to more than 200,000 in 2011; and the value of gifts has increased by 35%, from £513m per annum to £693m in 2011.

That is good news, but the potential to attract further philanthropic support for the things that universities do best – transforming young people, saving lives, and tackling the world's most perplexing questions – is enormous. Just over 1% of our former students give to their universities, while 50% of the UK population supports charities in some way.

So what do universities and colleges need to do? Professor Shirley Pearce's recent report into the future of philanthropy to higher education makes a number of recommendations and dispels a number of widely held myths. The key findings suggest a need for a significant shift in the mindset of many institutions and a focus on listening to the people who give.

Most people don't recognise HE as a charitable cause. This will only change if there is a concerted effort to explain how the sector benefits the UK and beyond. This will take time. Start now and be proud of what we do that changes lives.

Each institution is unique, with its own history, and its own ambitions for the future. Be brave and clear in the definition of a distinctive vision, while being realistic about the extent to which philanthropy can support it. Not every university is Harvard, but gifts can make a difference to every university.

Donors want to support people and ideas that affect positive change. Just because a university wants to do it, doesn't mean a donor will support it. Listen to what donors say and be prepared for a lifelong relationship. At its best, philanthropic support not only adds financial resources to an institution, but also brings the intellectual and emotional engagement of the donor. Universities must embrace this as an opportunity, and not run from it.

Donors like giving. They find it fulfilling and fun. They are not trying to avoid paying tax and they don't want to buy influence. They want to help. Please ask them to help you. Is £2billion a year enough incentive?

1.2.7 BB7. Weighing up the real value of the G8 summit – 466 words

It is easy to be cynical over the value of summits such as the G8 meeting recently concluded in Northern Ireland. After all, this year's meeting was preceded by the erection of fake shop fronts in Northern Ireland to disguise empty businesses, and when Birmingham played host in 1998 the city council sprayed the grass verges green.

There is also something paradoxical about demonstrators protesting at the cost of these meetings and by doing so pushing up the security bill still further. Yet despite all the expense and fanfare, summits are an essential tool of global governance. In a world of nation states there is no substitute for the coming together of the principal protagonists of world politics. By their nature political leaders are extremely egotistical and believe that they can convince their opposite numbers of their points of view more convincingly than mere diplomats. So the meeting of these egos is a useful way to temper those expectations.

As host this time David Cameron briefed journalists beforehand that the collective arguments of the Western leaders would prevail upon Russia's President Putin to 'see sense' on Syria.

As it turns out, however, hearing first-hand the strength of Putin's concerns for the future of Syria resulted in all sides modifying their demands. While the West hoped for an international conference on Syria next month in Geneva without President Assad being present, what was agreed was a meeting in September with participation being left unresolved.

In the meantime Russia agreed to work towards the removal of Assad but not necessarily his regime. While both sides continue to arm rival factions in this civil war this may seem like the continuation of the impasse. Yet in reality it also represents an important narrowing of the ground between the main players who hold the keys to the resolution of this conflict.

The rebels and the West started off by demanding the end of Bashar al Assad and his regime, while Russia was unwilling to abandon its regional ally. By contrast, however, White House spokesman Ben Rhodes indicated: 'This process will have to lead to a new governing authority in Syria. This is not simply a negotiation about having a dialogue. This is a negotiation about a transition to a new government.'

By direct negotiation and compromise some progress on Syria has been made. The initial agenda on 'trade, tax and transparency' also made some modest advances, and there were also commitments in the communiqué to renounce the payment of ransoms to terrorists, and to support 'sustainable economic growth' – such that each participant has something to take home to their domestic constituencies. To the outsider it may all seem like the fake smiles of the shop fronts of Lough Erne, but even progress in small steps is worth having in international politics.

1.2.8 BB8. Adult social care is fundamentally broken – 466 words

In 2010, the former Prime Minister published a review of adult social care in which the Health Services Management Centre (HSMC) argued that the system was fundamentally broken:

‘In the early twenty-first century, a number of commentators have essentially argued that the current adult social care system is fundamentally broken... This is not the fault of the people working in adult social care, nor of the people making social care policy (either now or under previous governments). It simply seems to be the case of a system designed with 1940s’ assumptions and principles in mind that are now no longer fit for purpose in the early twenty-first century’ (Glasby et al., 2010, p. 4).

A year on and very little has changed to alter our pessimistic assessment. Indeed in recent weeks, this diagnosis has been reconfirmed by a number of inter-related developments, including:

High profile financial problems in Southern Cross, the UK's largest provider of care homes for older people and subsequent debates about the role of private equity in the care sector. Against this backdrop, HSMC has published a national guide to good practice when supporting older people during residential care home closures, highlighting ways in which negative impacts can be minimised and, on some occasions, even improving outcomes (Glasby et al., 2011).

Concerns from the Equality and Human Rights Commission about the neglect of older people receiving home care.

Widespread budget reductions in local government and a judicial review to test the legality of some of the social care cuts.

Related concerns in the NHS about the quality of care provided to older people expressed by the Care Quality Commission and the NHS Ombudsman, as well as shocking footage filmed by *Panorama* at Winterbourne View.

In July, we expect the outcome of the Dilnot Commission established by the Coalition Government to explore options for the future funding of care and support (www.dilnotcommission.dh.gov.uk). This is crucial as HSMC’s research suggests that, if we do nothing, the real cost of adult social care will double in 20 years (and this was before the massive cuts which councils currently face).

Ultimately, what is at stake is a personal and philosophical debate about how much we value older and disabled people in our society, what sort of life we want together, how much we’re all prepared to say – and whether we really mean it when we say it. For too long adult social care has been under-funded, low status and poorly understood – and the results of this collective neglect are here for all to see. While there will be no easy answers, the Dilnot Commission is a chance to have these difficult debates openly with each other – and we’ll be letting older people, disabled people and ourselves down if we don’t take this opportunity.

1.2.9 BB9. Success at Edgbaston hits the wickets at Westminster: Why efforts to increase the number of women MPs seems [sic] to have been stumped – 475 words

Edgbaston, best known for cricket, is politically interesting for two reasons – it was once the seat of the then Prime Minister, Neville Chamberlain, and this week, it is celebrating the fact it is the only UK constituency to have returned a female MP to Parliament for 60 consecutive years.

The significance of this ‘achievement’ is underlined by the fact that 77% of seats at Westminster are occupied by men. This means that the make-up of Parliament does not reflect the wider population, in a substantive or symbolic sense and thus questions are often asked about the representative capacity of our elected representatives. Worryingly, this lack of parity reinforces perceptions that consider women in positions of power to be an ‘abnormal state of affairs’. In this sense, powerful women are assessed differently to men and often held to higher standards. Indeed, one only has to reflect on the experiences of Estelle Morris, who left government for the last time in 2005, to see that women are not permitted to fail in the way that men are.

A recent parliamentary report suggested that on an international level, the UK ranks 65 out of 190 for female representation and with reference to EU member states, its average of 33% places it 15th (average representation being 35%). Yet, a report by the ‘Centre for Women in Democracy’ this year suggests that the trend has been one of decline, particularly since 2010. Women make up less than a quarter of each House and of the 31 MPs entitled to attend cabinet, 26 are men. Of the parties, Labour boasts the greatest female representation at just over 30% while the Conservative and Liberal Democrats lag behind with 16 and 12.5% respectively.

Despite all three party leaders articulating a verbal commitment to increasing female representation, Labour is the only party to have introduced all-women short lists, though only in a proportion of constituencies (the NEC has agreed a goal of around 50%). Disappointingly, men have won almost all open selection contests and as a result dominate the winnable seats to be fought in 2015.

With the exception of the Northern Ireland Assembly which has only 10% female representation, the picture is slightly better outside the Westminster village. In Scotland, 35% of MSPs are women, while in Wales, women account for 40% of the Welsh Assembly.

Interestingly though, the evidence suggests that the voting public would prefer more female representatives. An IPSOS Mori report commissioned by the Government Equalities Office in 2010 suggested that nearly two-thirds of respondents felt women should be better represented in Parliament. Of course the issue is not simple and multiple solutions are required but a good start would be a set of serious, sustained and creative initiatives which seek to make female representation the norm: intuitively, a sensible aspiration given that women constitute 51% of the UK population.

1.2.10 BB10. Why doesn't work pay? – 478 words

The labour market has shown some signs of recovery in the last year with a fall in unemployment, but getting a job is no guarantee of avoiding poverty and for many people with jobs, work no longer seems to pay. For the first time on record, more than half of those in poverty in the UK are living in a working family, according to a **Joseph Rowntree Foundation (JRF) report. A University of Birmingham report** has also highlighted the fact that, in 2012, the real value of workers' wages fell back to 2003 levels, following several years of pay freezes and economic restructuring. And research by the **New Economics Foundation (NEF)** found that, in the last three years, workers on low and middle incomes have experienced the biggest decline in their living standards since reliable records began in the mid-19th century. For the average worker, wages have fallen by £1,300 every year since 2010.

So why doesn't work pay? The problem in recent years has been a growth in 'underemployment' including people working on zero hours contracts (these increased by 50,000 between 2011 and 2012 while the average number of hours worked on such contracts fell). Wage freezes and cuts, at a time when living costs have risen, are also part of the picture.

But the more fundamental root of the problem lies not in the current recession but in more significant long-term shifts since the 1970s. These shifts include changes in the nature of the labour market, with a decline in skilled manual work and growing wage inequality between workers in unskilled jobs and those workers who can command an increased 'skills premium' in particular sectors. At the same time, the proportion of national wealth (GDP) going to wages has fallen (from 65 per cent in 1970 to 60 per cent in 2007) as more of the national wealth goes to shareholders rather than workers. Reforms in the 1980s also weakened the ability of trade unions to campaign against these trends and union membership is now half what it was in the 1970s. According to the Office for National Statistics, around 6.5 million employees in the UK were trade union members in 2012, well below the peak of more than 13 million in 1979.

The main response to low pay from successive governments since the 1980s has been to try to 'make work pay' by providing income top-ups to low-paid workers through the tax credit/benefit system. Universal Credit is the latest attempt to do this but is beset by major technical, implementation and design problems. More importantly, it does nothing to tackle the root of the problem in the labour market and, indeed, merely serves to support employers who pay low wages. Until we address the root causes of low pay, reforms such as Universal Credit will, at very best, merely ameliorate the problem and, at worst, serve to perpetuate it.

1.2.11 BB11. A new discovery in the fight against cholera – 481 words

Few can have been unaffected by the disturbing scenes following the devastating earthquake in Haiti in January. More than one million displaced survivors are now housed in camps around the capital, Port-au-Prince, with squalid sanitation facilities and little access to clean drinking water. Poor sanitation is known to give rise to disease and so it is unsurprising that, at the time of writing, there are more than 2,600 known cases of cholera in Haiti, with more than 250 people having lost their lives. Cholera causes diarrhoea, vomiting and subsequent severe dehydration and will kill in the absence of rehydration and antibiotics. Health officials say the number of new cases is now falling, but the question remains as to whether more could have been done to avert this new crisis.

Microbiological waterborne disease remains a significant concern for the global water community. Pathogens from human and animal wastes in drinking water sources (such as streams and wells) cause ill health, hindering sustainable settlement. Globally, 884 million people do not have access to safe drinking water supplies and 2.6 billion are without access to improved sanitation services. The UN Millennium Development Goals aim to halve the number of people without access to safe drinking water and sanitation by 2015, as the global disease burden of water, sanitation and hygiene-related diseases is approximately 82 million disability-adjusted life years.

This critical public health issue would benefit from innovation to improve the efficiency of contaminant detection methods in drinking water. Obtaining standard counts of faecal coliforms takes in excess of 30 hours and needs skilled training and laboratory conditions for the preparation of samples. Consequently, their use in community water management and disaster relief scenarios, such as refugee and displaced peoples camps, like those found in Haiti, is problematic and infrequent. Situations like these demonstrate that rapid engineering-based indicators of safe drinking water are relevant and necessary for alleviation of suffering and for the development of sustainable livelihoods.

Research-council funded work is underway at the University of Birmingham to address this public health issue by measuring drinking water fluorescence. All water fluoresces (although this is invisible to the human eye) and a large body of research has demonstrated that water fluorescence is particularly good at identifying faecal contamination. The rapid analysis time of fluorescence screening is something urgently needed in disaster relief. Results are available in less than one minute, significantly improving on existing coliform count technology. The innovative LED-based technique being employed uses cheap, off-the-shelf equipment that is portable and so can be used from the back of a 4x4 vehicle or temporary field laboratory. Furthermore, there is the ability to have both expert interpretation of results as well as simplified pictorial interpretation by non-experts in individual communities. Thus, the innovative approach to improving efficiency of analysis has the additional but important benefit of involving poor water users themselves in the application of the technology.

1.2.12 BB12: Impact of Events in Egypt on the EU: Can any lessons be learnt from the Arab Spring? – 482 words

2011 was a truly historical turning point – it was a year which fundamentally changed the European Union's (EU) previous assumption about the Middle East and North African (MENA) region – that the fall of Arab autocrats was not imminent and that the dictators of the region would remain the partners to cooperate with in the near future. The Arab Spring events in Tunisia, Egypt, and beyond since December 2010 have successfully challenged the institutional order. Egypt is now embarking on a long and uncertain journey towards a more democratic future. But questions remain regarding the role of the EU towards nascent democracies.

The EU's response to the dramatic events in Egypt has been rather weak and belated, showing that in a fast-moving environment the Union has difficulty reacting in the way required of a serious global player. The first tangible action the EU took didn't come until the 21 March 2011 (Council Regulation (EU) No 270/2011) when the Council decided to freeze the assets of Mubarak, his immediate family and close associates. Initially, Egyptians were keen to take the transition process forward on their own, with as little external assistance as possible (for instance, they refused EU offers to send an election observation mission). However, reality struck and new demands have been made, directed in particular at the EU and the IMF, along with the US and regional actors like Qatar and Saudi Arabia.

The indicative budget from the EU European Neighbourhood Policy (ENP) 2011–2013 for Egypt shows that the EU has agreed to devote a meagre €449 million for the most populous country in the Middle East (82,999,393). Whether this assistance is rightly tailored is another question. The Egyptian parliament's greatest challenge is that the newly empowered public expects results – not rhetoric. Just as the Egyptian people themselves ousted a three decade dictator, they will themselves have to build a new country on the legacy Mubarak left behind.

The EU must recognise this shift and make a collective response to the demands of Egypt's newly elected leaders, who face great expectations from the Egyptian people living, as they are, through an ailing economy and delayed reforms. The ballots in Egypt's parliamentary election reflect a vote of confidence for the parties/independents perceived as best able to deliver on the public's priorities: economic development, employment, stability. The EU will be well advised to focus its efforts on support for economic development and to shift from democracy promotion to state building. Egyptians must feel the economic dividends of their revolution soon, and they must develop trust in the state in order to avoid anarchy and chaos.

Areas where the EU could fruitfully contribute include women's rights, laws regarding Non-Governmental Organisations (NGOs), and police force reform. These are areas which need a total overhaul and which must be rebuilt on modern principles, especially in terms of rule of law, respect for basic rights and freedoms.

1.2.13 BB13. Gambling: The debate we should be having – 490 words

Britain now has one of the largest and most diverse gambling markets in the world. Gross takings after paying out winnings are in the region of £10bn annually. I argue in my book, 'An Unsafe Bet?', that gambling has been allowed to expand without proper public consultation and debate. Constraints on commercial gambling provision were progressively eased in the 1980s and 90s, culminating in the liberalising Gambling Act of 2005. Intense lobbying for de-restriction on the part of gambling operators was an important element, but lack of consideration of the dangerous, addictive nature of gambling products also played a part.

Understanding of addiction has advanced considerably since the days when heroin addiction was the prototype and gambling, at best, was considered only marginal. Partly due to a recognition of the wide variety of drugs that can be associated with addiction, and much assisted by developments in cognitive psychology and neuroscience, modern addiction theory now embraces gambling as a fully legitimate member. Indeed some have even suggested that gambling is a more central, 'pure' addiction, uncomplicated by the side effects of drugs.

The results of the latest British Gambling Prevalence Survey (BGPS), carried out in late 2009 and early 2010 by the National Centre for Social Research, for the Gambling Commission, have just been published. They show, as many had predicted, a significant increase in the prevalence of problem gambling since the last survey was carried out in 2006/07, just before the 2005 Act came fully into operation. Estimated prevalence has risen from 0.6% of the adult population to 0.9% which equates to about 450,000 adults, aged 16 and over. The survey report also suggests that, in addition, around twice that number are gambling to an extent that puts them at 'moderate risk'. Other surveys in the UK and elsewhere clearly show that teenagers, many too young to be included in adult surveys, are even more susceptible to gambling addiction than adults. All the evidence then suggests that problem gambling constitutes a significant public health problem, of similar magnitude in fact to that of illicit drug misuse.

Government, I believe, has now become complicit in gambling expansion. It wears a number of hats which don't match. It benefits financially from taxing commercial gambling operations and even operates gambling itself in the form of the National Lottery. At the same time it is responsible not only for regulating gambling but also for promoting public health and protecting citizens from danger. The coalition Government should heed the warning signs and switch from New Labour's laissez-faire position on gambling expansion to one based upon the precautionary principle. The ground should at least be held against further expansion. The Department of Health should begin to play a lead role in the recognition of the public health aspects of gambling: significantly it is the Department for Culture, Media and Sport which leads at the moment, having taken over from the Home Office a few years ago.

1.2.14 BB14. Crisis in Cairo – 491 words

Egyptian President Hosni Mubarak's announcement yesterday (1 February), that he will not seek re-election but will stay in power until the presidential elections in September to ensure a smooth transition period, is unlikely to satisfy the demand of the public for his immediate removal from power. The consensus on the street is that if a week of protest has led to Mubarak's halfway concession yesterday, then another week of protest will surely lead to his immediate resignation. However, such a scenario is likely to create a political vacuum which could plunge Egypt into a period of instability and violence. It may also have reverberations on the regional balance of power and Egypt's role as leader of the Arab world.

Beyond the calls for Mubarak to resign, very little unites Egypt's opposition parties, and so far they have struggled to produce leadership with clear aims for the day after. The most celebrated opposition figure, former head of the International Atomic Energy Agency, Mohamed el Baradei, is an experienced diplomat but an untested politician without a coherent political agenda to unite the public around him. Amro Musa, the Arab League General Secretary and former Foreign Minister, is another likely candidate, but he too lacks a popular support base. As for the leaders of the Muslim Brotherhood – outlawed and persecuted under the Mubarak regime – they have so far refrained from joining the protests for fear of being castigated as drivers of the revolution. But as the largest opposition block (they won 20% in the 2005 parliamentary elections), and with Mubarak's imminent departure, they are likely to raise their profile and feature in whatever negotiations take place about the future governance of Egypt.

In this political vacuum, and with events unfolding by the hour, it is becoming increasingly clear that the future of Egypt's stability lies with the military. Unlike Egypt's reviled police, the military is widely respected and enjoys popular support and admiration amongst all walks of life in Egypt. Conscription in Egypt is compulsory, making it a people's Army which is integrated into the social fabric of the country. Whilst the generals have supported the Mubarak regime's close relationship with Washington, and the continuation of the cold peace with Israel, they have remained outside the political arena. In addition, the military's decision not to resort to the use of force against the protesters has won it the respect of the people and further strengthened their role as kingmakers in the aftermath of Mubarak's resignation.

Looking at the consequences for the region, as Washington turns a cold shoulder to Mubarak and following the recent revolution in Tunisia, the fate of neighbouring Arab regimes could be similar. King Abdullah of Jordan has yesterday dissolved his government, whilst the president of Yemen, Ali Abdullah Saleh, announced that he will not seek re-election after 32 years in power. Libya and Syria could also experience popular unrest, but their rulers are likely to respond forcefully to popular protests.

1.2.15 BB15. Electricity Market Reform: All power to the Big Six! – 492 words

All power to the Big Six! That might as well be the slogan for the Government's Electricity Market Reform (EMR) that is currently going through Parliament. EMR has been billed as a measure to decarbonise the electricity economy whilst at the same time stopping the electricity system collapsing as old coal and nuclear power stations come off line. Unfortunately the Government is selecting policy mechanisms that give a market advantage to the electricity majors. Despite improvements to the Energy Bill being debated in Parliament the proposals could still make it virtually impossible for independent developers to set up renewable energy schemes.

The Government has spurned pressures to establish a simple system, used in Germany, of 'fixed' feed-in tariffs that would give an even playing field to independent and community based renewable projects as well as multinational corporations. Critics argue that the proposed 'contracts for difference' (CfD) will allow the Big Six to use the complexity to make extra profits from renewable energy compared to a 'fixed' feed-in tariff system that would be fairer to independents. A report published by Cambridge's University Professor David Newbery estimated that by 2020 the CfD system is likely to cost £70 million a year more for onshore windfarms alone compared to a 'fixed' feed-in tariff system.

The Government's proposals were kick-started on the basis of what is proving to be a mythology about an alleged power generation gap, and the Big Six stand to be given large subsidies to build excessive quantities of gas fired power stations through a system being called 'capacity credits'. Yet, just as it is independent companies who began the drive for renewable energy in the 1990s (and today with solar power installations), it will be independent companies who can best move forward new technologies for balancing the grid. The future for balancing the grid lies in innovative use of energy efficiency and demand management systems using links between software embedded in electricity using appliances, the right sort of advanced IT meters, renewable energy generators, and green electricity suppliers. For example, in the future electric cars using batteries will act as effective storage systems to balance variable production from renewable energy sources using variable electricity charging systems.

However, do not look to the Big Six to bring such technologies to the mainstream. They want to make money out of conventional power stations. They are failing in their bid to have new nuclear power stations built because nuclear is simply uncompetitive when given the same incentive system as renewables, and coal is seen as too environmentally damaging. So they are happy to have a system that gives them a virtual monopoly of the renewables market and a system that helps them maximise returns from building gas fired power stations. But lots of independent companies and proponents of new technologies are out to challenge this situation. These issues will be discussed at the 'Feeding Renewables' Conference held at the University of Birmingham on Friday 18th January.

1.2.16 BB16. In defence of 'death taxes' – 496 words

Benjamin Franklin famously said that 'in this world nothing can be said to be certain, except death and taxes' and the issue of how death and taxes should be linked in future policy has provoked plenty of lively pre-election discussion amongst politicians of all parties.

Labour may have backed away from imposing what the Conservative party described as a £20,000 'death tax'. However, the term 'death tax' is now firmly established in the public mind and the issue of inheritance tax remains on the political agenda. The term is highly emotive and effective as a political weapon but what is actually so wrong with the idea?

Of course, we already have a 'death tax' in the form of an inheritance tax which raised £3.5 billion in 2006/7, about 0.8 per cent of the total tax yield. While all taxes are unpopular inheritance tax seems to be particularly condemned with about half the general public in 2000 saying they would like to see it abolished completely. Such views are due largely to it being seen as a 'double tax' which penalises those who have saved in order to pass something on to their families.

The 'double tax' argument is that people have saved money from their income which has already been taxed so why should they pay tax again on this money? There are a number of counter arguments here, not least that dead people can't actually pay taxes! It is their estate which pays or, in effect, their heirs. If inheritance tax was abolished, some lucky people would inherit huge sums without having to pay any tax at all. Why should such an unearned windfall be untaxed compared to income that someone has had to work hard for?

The argument about penalising those who have saved to pass something to their family can also be countered in various ways. The current system of inheritance tax allows a single person to pass on £325,000 without incurring any tax at all. Married/civil partnered couples can pass on £650,000. Any 'penalty' is only occurred above this amount and 'only' at the rate of 40 per cent. Very few people who die leave estates that incur the tax – only around 5 per cent of estates paid it in 2004/5. So it is only the very wealthiest who are 'penalised' and yet they will still be able to leave very substantial sums to their heirs.

The Conservatives propose to raise the threshold to £1 million, effectively cutting taxes for the wealthy at a time of severe fiscal constraint when frontline public services will be cut. The UK has a very high degree of wealth inequality and this proposal would increase levels of inequality still further. Far from cutting inheritance tax, reform of the tax (including a change from an estate tax to a capital receipts tax with a range of thresholds) could make the tax easier to defend and help it to play an important role in creating a fairer society.

1.2.17 BB17. Tunisia's 'Jasmine Revolution' and its aftermath: defining new expectations for the Arab world? – 500 words

Tunisia is well known for its dream-like Mediterranean beaches, but it has never hit the British headlines for its vibrant political activity – since independence in 1956, it has been traditionally easy to anticipate election results, as the country has only had two presidents in 54 years. That was until an unemployed grocer, Mohamed Bouazizi, immolated himself in the small town of Sidi-Bouazid on 17 December. This desperate act of protest sparked what would become the 'Jasmine Revolution', which saw the flight of a president who had been in office for 23 years, always re-elected with scores flirting with 100% of votes.

Although it is an unprecedented event in the Arab world, this popular uprising itself is less interesting than what will blossom out of it in Tunisia, in the Arab world, and in Euro-Mediterranean relations. The next few weeks will see a complex struggle between members of the old regime in search for a new lease of life, representatives of recently legalised parties and a civil society that would now like to reap the rewards of its sacrifices. Whilst the army has so far demonstrated its intention to protect the population and to remain apolitical, the unusually strong trade union UGTT (General Union of Tunisian Workers) is likely to play a moderating role, perhaps even to act as arbiter between the various centrifugal forces that will inevitably hit the country.

The Tunisian events have had a wide echo throughout the Arab world. Self-immolation has become a major means of expressing political discontent, with many cases taking place from Cairo to Nouakchott. Arab leaders have markedly abstained from commenting on the regime change in Tunisia, with the notable exception of Libyan leader, Muammar Gaddafi – who suggested Tunisians should adopt the Libyan political model of direct democracy ('Jamahiriya') whilst, paradoxically, regretting the demise of his friend Zine Abidine Ben Ali and recommending his return to power. There are many variables which might prevent the spread of the movement throughout the Arab world: population sizes, underground resources, cash flows, political traditions and the lack of surprise effect will all have an impact on possible aftershocks elsewhere in the Arab world.

Regardless of the final outcome of the 'Jasmine Revolution', this grassroots movement which has been able to rout such an efficient police state poses a number of key questions for European countries, which used to be Ben Ali's staunchest supporters.

Has the focus on security threats instigated by radical Islamic movements distracted policy-makers from other ways of approaching the complex societies of the Arab world? What are the best ways to ensure that Euro-Mediterranean initiatives are not limited to security questions but also genuinely help local populations out of poverty? Bearing in mind that the rationale for most undemocratic regimes is that they bring stability and relative prosperity in exchange for civil liberties, what happens when governments cannot deliver their side of the deal, especially as a result of the global economic crisis? In just one month, Tunisians have shaken decade-old assumptions and, clearly, adjustments will have to be made in the conceptualisation of Euro-Mediterranean relations.

1.2.18 BB18. Over-egging the chocolate this Easter: why you should always keep an eye on what you are eating – 506 words

Many people will be buying chocolate Easter eggs this week. For most, eating chocolate will be an enjoyable indulgence but for others, the presence of chocolate in the house will be an unwelcome temptation and consumption may be associated with feelings of guilt about diet breaking. Sticking to a diet can be difficult especially in the face of an abundance of moreish foods like chocolate. Monitoring food intake takes a lot of effort and being vigilant about one's diet can be easily derailed. We make many decisions every day about what foods to eat and how much to eat. These decisions are made easily and seemingly without much thought. Yet underlying these choices are sophisticated psychological processes that can be easily disrupted, especially if we are distracted by other demands. So it is perhaps no surprise that we sometimes eat more than intended.

Research into the psychology of appetite suggests that paying attention to food while we eat and taking time to remember what we have eaten earlier in the day affects how much we choose to eat. We call this 'attentive eating'. A paper we published recently in the American Journal of Clinical Nutrition took an overview of research on attentive eating and concluded that encouraging people to eat more attentively could aid appetite control. We reviewed the results of 24 tightly controlled studies in which people were either attentive to the food they ate or were distracted. When people were distracted away from their meals by watching TV or playing computer games they tended to eat more at that meal than people who were not distracted. But there was a double whammy because distraction at a meal also resulted in more calories being consumed at later snacking sessions. The evidence suggests that distracted eating reduces our ability to remember what we have eaten earlier in the day. Because food memories normally inhibit later appetite, distraction may increase intake later in the day by interfering with these memories. On the other hand, eating attentively by thinking about the flavour and texture of food while eating reduces later snacking and recalling the most recent meal eaten decreased snack intake by about 10%.

Strategies that encourage 'attentive eating' such as avoiding eating while doing other things and taking time to think about what was eaten at the last meal could be a more effective alternative to effortful calorie counting for people who want to avoid overconsumption. One approach we are developing is a mobile phone app that allows people to easily review what they have eaten by taking photos of their meals. The app also provides prompts to help people eat more attentively. Early feasibility testing suggests that people find the app easy to use and that it fits it into their eating routines. We are now taking this forward in a full weight control trial with colleagues at Liverpool and Oxford Universities. Making time for eating and avoiding eating on the go this Easter might make meals that bit more enjoyable and could help avoid overindulgence.

1.2.19 BB19. A Wimbledon victory – was science the secret behind Murray's success? – 510 words

Andy Murray's Wimbledon victory earlier this week was, in many ways, unsurprising. He was long regarded among many tennis fans and experts as a highly talented tennis player. However, until last year, his talent and incredible determination had proved insufficient to secure a grand slam victory.

The turning point in Murray's career was the appointment of Ivan Lendl, a tennis legend in the 80s, as his coach in 2012. Under Lendl's guidance, Murray won the 2012 US Open and the Gold Medal in the London 2012 Olympics. Working with Lendl, Murray's training started to include sports science support in terms of rehabilitation, nutrition and psychological preparation, to a much greater extent.

Before Lendl, Murray was dismissive of sport psychologists' input on the grounds that they could not offer him any useful advice, having not experienced the same pressures he encounters on centre court. With Lendl's encouragement, Murray began meeting a sport psychologist. Unfortunately, in sport there is still a widespread perception that seeing a sport psychologist is a sign of mental weakness. This is far from the truth; sport psychologists help athletes optimise their performance by teaching them important mental skills (eg, positive self-talk), helping them with motivation or stress-related issues and discussing broader life issues that can impact on sport performance.

Murray has been very complimentary of Lendl and they have a mutual respect for one another. The coach-athlete relationship is paramount to sporting success. Research carried out at the University of Birmingham has shown that coaches who are supportive of athletes' efforts, offer constructive and honest advice, listen to their athletes' opinions before they make a suggestion and use a non-pressurised and non-judgmental language are likely to support an athlete's inner motivation for sporting success.

In interviews Murray has praised Lendl for changing his 'mentality' in match situations. Members of the press have applauded Murray's resilience. After all, coping successfully with national expectations for a British Wimbledon men's champion – following 77 years of disappointment – is not for the faint-hearted!

Mental toughness represents a collection of personal resources that allow individuals to regularly attain and sustain performances to the upper limits of their abilities, regardless of circumstances encountered. Mentally tough athletes do experience setbacks. However, they can bounce back from failure and remain positive, determined and confident.

Murray's performances, including at the recent Wimbledon final, showed ample signs of mental toughness and inner determination to persist and succeed. Our research has shown that mental toughness is partly influenced by a coach's motivational style. When coaches use non-pressuring language, show personal interest and invite athletes' input, their athletes are likely to report high levels of mental toughness. However, being mentally tough does not mean that athletes should be inflexible with their goal striving.

Sometimes, it is important to re-prioritise goals. For example, Murray decided to drop out of the French Open this year after an injury, letting go of his goal of playing in four grand slam finals in a row. But this decision allowed him to recuperate in time for Wimbledon this month, and secure his place in history.

1.2.20 BB20. Quantum technology: iSensing the underworld – 515 words

While understanding the rules of the abstract part of physics called 'quantum mechanics' occupied the 20th century, harnessing its power for applications will be a dominant theme of the 21st century. Making the earth beneath our feet transparent is the latest example of utilising the strange properties of the microscopic quantum world to provide such a 'Quantum Technology'.

The most down-to-earth application concerns the 4 million holes dug in UK roads every year. Only around 30 per cent of the buried infrastructure is known beforehand, making the task much slower (due to the care needed) with consequent delays to traffic. Quantum 'gravimeters' will revolutionise this business, especially with the moist soil conditions typical of the UK.

In general, a Quantum Technology makes use of the counter intuitive consequences of quantum mechanics – the principal theory explaining our world on a microscopic scale. One of these consequences is that a single object can be in several different places (or in several different 'states') at the same time. In the quantum world, a person could pass a tree simultaneously on the right and the left side, or be wearing business clothes and beach attire simultaneously.

For example, in our everyday experience the force we feel due to gravity appears to be the same anywhere on Earth. A precision quantum gravity sensor picks up variations, by letting single atoms explore different paths in the gravitational field of the Earth. From those differences one can infer what lies beneath the Earth's surface.

So far there are only two commercially viable quantum technologies: quantum cryptography and quantum sensors. Quantum cryptography systems are well established in the market, eg, for secure communications between banks, while quantum sensors are just becoming commercially available.

Gravity sensors will be the first in this new industrial revolution, with remarkably diverse applications. The University of Birmingham led EU iSENSE and EPSRC GG-TOP projects are leading the way in providing the means to enhance oil and mineral exploration, find water resources, drive climate research and to map urban infrastructure and archaeology. These collaborations encompass all the European work in this area, with pioneering involvement of engineers and archeologists (both of these last groups are at the University of Birmingham).

There are many more applications of the quantum gravity sensors. Helping determine the spatial extent of aquifers that have run dry – by the change in gravity due to the water being pumped out, or the equivalent processes in oil and gas recovery (where unrecovered pockets of oil and gas can represent considerable residual value) are other big applications.

More academically, climate change science (snow cover of mountains and magnitude of ocean currents) and archeology ('seeing' without digging) will benefit greatly.

This panorama of applications has been hailed by Neelie Kroes (Vice-President of the EU, with responsibility for the Digital Agenda) as the 'coolest thing' at the 2013 EU Information and Communication Technologies meeting this week in Vilnius. This area, which brings together the oldest part of physics, gravity, with one of the most recent, ultracold quantum atomic gases, shows the capacity of scientific research driven by curiosity to have large and unexpected dividends.

1.2.21 BB21. Why national politics is a mixed blessing in today's local elections **- 520 words**

Local elections will be held today in 34 councils, for 2,362 seats in 27 county councils and seven mainland unitaries. There are also two mayoral elections. Gains and losses will be measured in terms both of seats won and which parties have overall control of which councils. These elections are about choosing who is going to make decisions about the things that affect people's lives close to home – from how clean their streets are to whether they are eligible for social care. However, the national press tend to see local elections as a barometer for the national political weather. They focus more on the risks to the three main parties and their leaders than on the risks to public services in local areas.

Council elections are often an opportunity for those who do vote (turnout may only be about 30%) to express their dissatisfaction with central government, at this midterm point. David Cameron needs to see off the threat from UKIP, who are fielding a candidate for every one of the 1,452 Conservative seats up for grabs. A big switch could have potentially dire consequences for Conservatives in Gloucestershire and Worcestershire.

Nick Clegg needs to show that his party is still trusted, at least at the local level, as he defends 481 seats, 333 in County Council and 148 in unitaries. In 2009 the Liberal Democrats tended to come second to the Conservatives but generally did much better than Labour, which was still in power but increasingly unpopular. Labour is currently ahead of other parties in national opinion polls and has done well in by-elections so the question is – will that good performance be reflected in local election results? The answer appears to be 'it depends'. We now have a very different economic and political landscape but Ed Miliband needs to show that Labour can make a big electoral impact under his leadership. Labour has high hopes in Northumberland, Staffordshire, Nottinghamshire and Derbyshire.

The perceived threat to the Conservatives from UKIP may just be in the overheated imaginations of national commentators. UKIP may reduce a Conservative majority in some areas, including Buckinghamshire and make it easier for Labour to take control in others, such as Lancashire. It is important not to get too carried away. Conservative losses were confidently predicted in 2012, before the last round of local elections but their vote held up surprisingly well. It is also important to remember how diverse local politics is, with a growing number of Greens and the ever-present independents, who can tip the balance in many councils.

National attention for local elections is a mixed blessing. It can reinforce the message that this is an opportunity for the electorates to punish the Coalition Government, rather than focus on local issues. The level of turnout, the weather and contentious local issues can all lead to surprising results. In some areas the quality of candidates and their ability to engage and the effectiveness of independents in carving out some space for themselves will all have an impact. With so many variables there seems only one safe prediction: that these will be very interesting elections.

1.2.22 BB22. Oral health as a marker for poverty – 521 words

Although latest evidence demonstrates that there have been further improvements in adult oral health since 1998, which have been hailed by government, the same evidence identifies a serious underlying issue of social inequalities, and particularly the link between poverty and oral health (Adult Dental Health Survey 2009. Theme 2: Disease and related disorders).

The markers of an improvement in oral health over the past forty years are the increasing number of people retaining their teeth into old age, the falling proportion of people who are experiencing dental decay and its sequelae of pain and discomfort, and the limited experience that younger adults have of dental fillings. Increasingly two divergent groups in the population are being seen – the older ‘heavy metal’ generation, adults over the age of 45 who have had recurrent dental treatment, and a younger generation with limited experience of dental decay, but for whom the quest for a ‘perfect smile’ and cosmetic dental procedures is increasingly the goal, spurred on by a variety of TV and media articles.

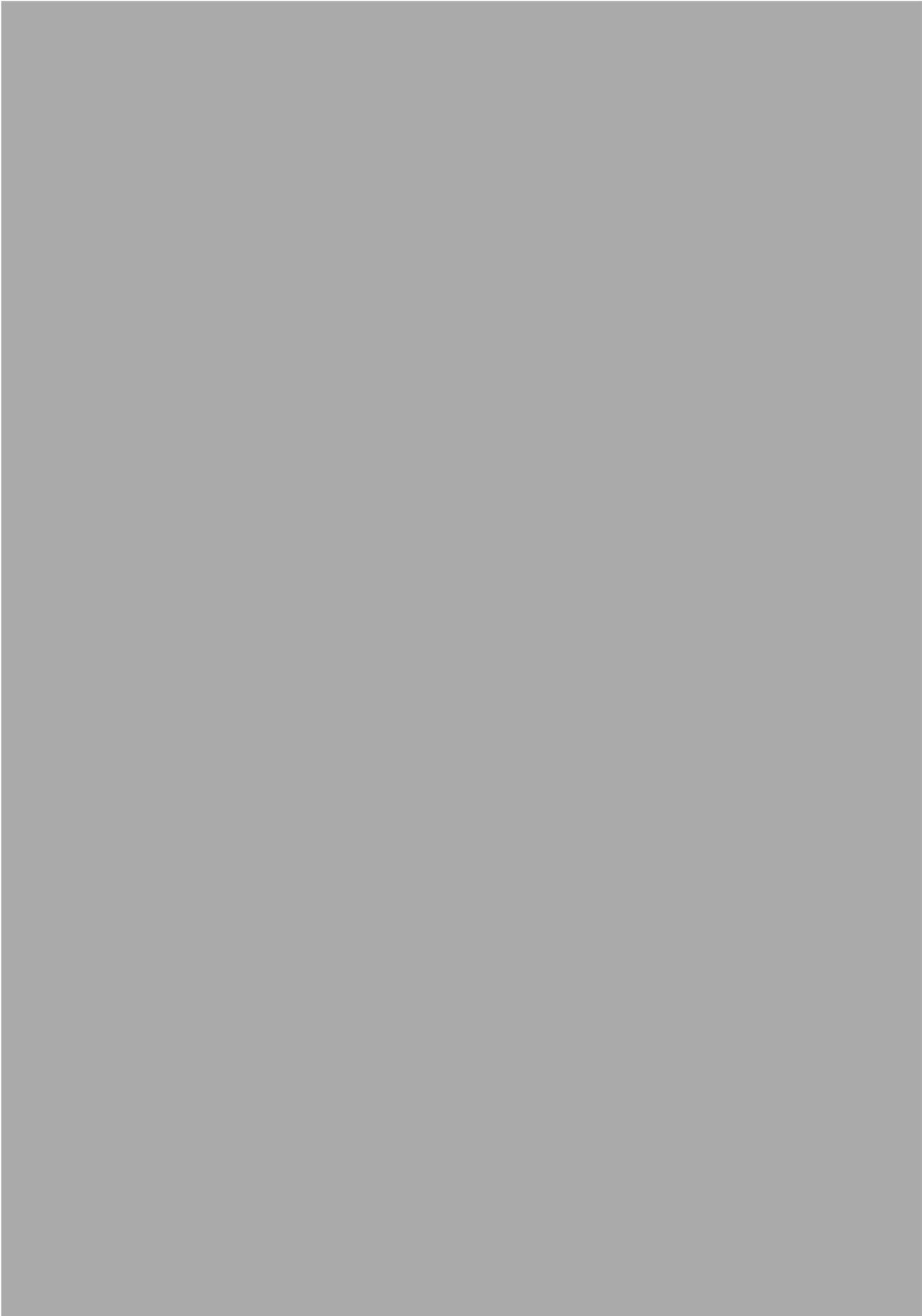
This trend of improving oral health has also been shown in children and it is encouraging to see that for older children with permanent teeth, dental decay has reached an all time low (Children’s dental health in the United Kingdom 2003). It is hoped that further research will be commissioned in the next year or so to confirm these trends will continue.

The advent of improvements in oral health is attributed to an increased awareness of its importance and a better understanding of the causal link between dietary sugars, plaque bacteria and dental caries, as well as improved oral hygiene practices and the widespread use of fluoridated toothpaste for the last thirty years.

However, inequalities persist and the recent British Adult Dental Health Survey has shown that people from lower socio-economic households fare worse across a number of oral health indicators than their counterparts in higher socio-economic groups. They are more likely to have dental decay, fillings, poor gum health, pain and sepsis. Additionally they are less likely to visit the dentist and brush their teeth effectively. In fact, although the overall prevalence of decay has fallen, amongst those adults who have it, the levels of decay are disappointingly similar to eleven years previously.

That said, socio-economic background cannot be regarded as an individual risk factor for oral disease, but as part of a complex causal process which links factors related to where an individual was born, grew-up, lives and works alongside national factors such as distribution of money, power, and resources. A variety of theoretical models have been proposed to try and make sense of these inter-factorial relationships, but they are still not well-understood.

Globally, the World Health Organisation (WHO) is working through the Commission on Social Determinants of Health to tackle health inequalities and at a recent conference in Brazil, the International Association for Dental Research (IADR) launched a Global Oral Health Inequality Research Agenda (GOHIRA). This recognises the need for further research into the social determinants of oral health and aims to support the WHO goals by effecting a measurable reduction in oral health inequalities in a generation.





1.4 Consent request



2 The Student Essay (SE) corpus

This appendix contains:

- (1) each SE, as it was submitted, but anonymised
- (2) consent request letter

2.1 Student essays

2.1.1 Student Essay 1 (SE1) – 173 words

In recently events there are many discussions about responsibilities of education in term of payment. I agree with this view which said that the government should pay for the university education of their people and give more opportunity for their people to develop them self. The reason for this idea will be discussed during the writing.

All developed countries are encouraging and providing education for their people. It has numerous of benefits such as people who ensured the government to pay for their education will graduate and contribute to development and growth of their community, also this argument encourages an increase in scientific discussion in the community.

To support this idea, in Kuwait in9oversity education are free, as well as scholarships for outstanding students that makes the most of the citizens holder bachelor degree. On the other hand, the drawback of paying for university education cost the state huge sums of money.

In conclusion, the government should pay and encourage summing up their people for the university education which will support the community.

2.1.2 Student Essay 2 (SE2) – 207 words

The University education plays significant role in the people's life because the University stage is very sensitive for everyone who seeks to complete his or her academic journey to be able to get a good job in the future.

However, some people believe that the University education must be paid by the students. there are several reasons of that for example when the students pay money for their study in University they might be fully responsible.

In contrast, many of people agree with the governments should pay for the University education of their people. Because they cannot pay for the University education because of the unwell financial circumstances . So, the governments should pay for the University education of their people.

It can be clearly seen that when the government pay for the University education of their people, that is as a kind of wellbeing . in addition, free study could provide a group of poor talents who support their society.

it can be concluded that, the governments should pay for the University education of their people. I think there are a lot of persons need to help for free study in the University education. Also, the students will be improved and supported everything in their country.

2.1.3 Student Essay 3 (SE3) – 247 words

Recently, in many countries around the whole world, it has become an extremely controversial issue that all the governments should pay university fees. Consequently, the concept of helps student has to be taken into account, therefore, for the purposes of this essay, I shall confine the discussion to some arguments about this topic.

It's easy to understand why some people believe that the government must be cover university fees it can be helps themselves because some people can't afford it and if they really are showing interest in getting a higher education they should be able not having to worry about the cost and give students the opportunity. And also reflect to their behavior thereby can be reduce the crimes.

The opponents of this proposal might argue that If the government can provide free education for students most of them would to enter the university, because there are also other skills asked for some jobs which you can't learn at the university , for example technical institutes and handiwork . If we offer free education to everyone maybe we lost these jobs which is affects the employment thus the governments should import of foreign labor to cover these jobs also may be students do not focus on their studies. This is exactly what happened in my country.

In conclusion, to sum up there are arguments for both. However, I admit that the governments should help students but I support an increase in salaries and development the education.

2.1.4 Student Essay 4 (SE4) – 254 words

University education one of the main factors that develop any country. Some governments pay for young people to study higher education and that's could effect on individual and society. The impact of government scholarships can be positive or negative from different points of view. This essay will discuss the advantages and disadvantages of the government payment for the university education of their students.

The government scholarships can benefit community. One of the advantages of the government payment for university students might be educate most of young people in the country and have high-qualified graduates. Also, it prepares them to the workforce and that's perhaps help the organizations to hire professional people in different aspects. In fact every developed society needs educated people who have goals and plans to be successful and improve their country.

However, government paying of university study for young people could have negative points. One of them might be that the young students are not encouraged to have high scores because they have garneted scholarships. Also the percentage of unemployment might increase because there will be huge numbers of university graduates competing for jobs.

In conclusion, governments could help their young generation to study in universities and get better job opportunities. On the other hand, giving chances for all young people might bring some disadvantages such as not encouraged high school students and unemployment. In my opinion higher education one of the important keys to develop countries and governments should give a great chances for young people to study in universities.

2.1.5 Student Essay 5 (SE5) – 256 words

Education plays an important role in the society's life and technology. Some people say that the governments are responsible of paying the tuition fees for their students. Other people urge that it isn't important and the governments should pay for other more important issues. In the next paragraph we will discuss the two points of view.

The first group have many reasons according their opinion. Firstly, if government support their people to complete their higher study then benefit will be gained to develop their countries in different fields. Secondly, to achieve equality where some students can't pay for their university education due to cost of study. In addition, the talented students may prevent from higher education opportunity which lead to have loss for their countries.

On the other hand, the second group also have their reasons. One of these reasons is that, the students don't represent the whole society and this is not fair to pay for one and prevent another. Another reason is that, there are many facilities for public like healthcare, transportation, sport and so on, where the budget should be spent. Furthermore, when the students pay the tuition fees this make them more serious and try their best to succeed as well as get good marks.

In conclusion, there are many advantages and disadvantages in case the cost of the study was paid by governments. According to my opinion, the governments should make balance between the two sides by paying part of the tuition fees to encourage good serious students and to achieve equality.

2.1.6 Student Essay 6 (SE6) – 259 words

Surly education is essential and important to all people around the world. I do believe that everyone should have the opportunity to learn but, should the governments pay for all their people to go to the university free? In my humble opinion I don't think they should. Let's see the benefits of free universities, first of all there will be a lot more student which means a lot more people learning, this can also be a downfall but we will get to that later. Also free universities means an opportunity for those low income students to learn. In the other hand, free universities will be filled with both good and bad students and it will also cost the governments a lot of money to make it possible, and most governments will struggle to provide that kind of money. Now let's see the benefits of paid universities. Only willing to learn students will pay for university education, not to mention that the students will value education more and will study harder. Also everyone is provided with free schooling for 12 years so we are pretty much paying back the government for those 12 years. Paid universities also means higher quality of education than free universities. The problem I found with paid universities is that some people are unable to afford that amount of money. So I suggest providing scholarship for these people so they can get a fair chance of learning. Finally, I would like to say that although learning is important, but only people who wants it deserves it.

2.1.7 Student Essay 7 (SE7) – 260 words

The government should pay for their student, but not for all, if the students thinks that their government are going to pay for their fees they won't make a high effort on high school and they are not going to worry about the university, and the student should be aware if S/he didn't get straight A's.

On the other hand, there is that average student whose parents doesn't get a high salary like everyone else and can't get their son to the university, and this how life works and for that S/he Doesn't have to suffer, and governments should pay for their education.

From another angle if the governments didn't pay for the education the parents are going to, and because of that the universities is going to have a sort of competitions between them and everyone have to market their university as the best way as it should and have to develop the university with a high education system and build a good facilities.

For governments, the rise of a country or even a society is by their knowledge, and if people went to universities they could "pay pack" to their country. By building factories and companies, having scientist and workers, who can rise and take the country to a higher level, so it is a very good investment.

For myself I believe that governments should pay for the university education, because it' a way to step up, and it won't be bad if they even gave scholarships and send student to the best university in the world .

2.1.8 Student Essay 8 (SE8) – 261 words

These days, there are thousands of university in the world. Many people think that all government should pay for university education while others and I do share their opinion about that.

There are a number of benefits in government paying for all the fees. Everyone has the opportunity to go to university. It brings fairness to people. In the UK, USA and Europeans, studying at university are very difficult for poor students because they can't afford fees. The state tuition which rises more and more prevent student to go to university. Even if they choose go to university, they must find jobs and work hard to earn tuition. Furthermore, all government investing for education are very necessary. They are responsibility about education of country and take care of universities. For example, there are many new private university and they only work because of profit. It is not good for students, education and sociable.

However, others people thinks different about that university control budget and initiative to improve education instead of waiting for government. According to Times high education in 2013, all high rank is private university (the first is Harvard University, followed by Massachusetts institute of technology, Cambridge and Oxford). Students pay for quality education. It is easy to see that many private universities work effety and earn finance from other sources.

In conclusion, I think that not all government must pay university education. The government should have more scholarships to support student and also create to public and private university. Student will have many choice and access to higher education.

2.1.9 Student Essay 9 (SE9) – 263 words

In our language we have a popular saying which it says "The knowledge is Illumination", So I believe that the knowledge or in another format the education is The basis of the renaissance, sophistication and progress of civilizations. I strongly Agree that the government should pay all the expenses of each person whether if it's a Man or a woman for their education, Or -at least they should cover the educational fee for the low income family and their children- In case if the government has a low economy, There's lots of benefits if the government was paying for their citizens education. First, The education will spread and increase Awareness, And illiteracy will decrease. Second, Raise the rate of national competencies, So the companies can hire the national competencies instead of hiring A foreigners. Finally, The progress of civilizations, as you can see how's the status in The poor country in Africa due to lower education. About the drawbacks I will summarize it in two points of view –which I think there is no real drawbacks if the government paid the educational fee for their citizens- , But it might increase the rate of unemployment if there's no arrangements and compatibility between the companies and the educational institutions, Also there is a bad thing which is wasting the government money by lack of seriousness in your education. So you have to believe that the education is the basis of renaissance, If your government is making the education easy for you by paying for it, Just you have to be thankful to your god.

2.1.10 Student Essay 10 (SE10) – 264 words

In many countries the government pays for university education of their people, in these countries the government may pay all or part of education fees such as registration fees, teaching fees, transportation fees, books, cloths, ...etc. In spite of the problem of the cost of the university education and its influence on the national economy. Many students in the countries which has free university education believe that they will complete their university education depending on their government funding, so they will lose the competitive between each other. In Iraq, for example, the government pays for university education of Iraqi students, therefore, many students do not care about their education level and developing their skills and this may cause defect in their scientific background.

In addition, the paid university education costs the government well worth, these money can be used in developing many other domains such as national health system, highways network, transportation system and provide a lot of opportunities for do-nothing people. What is more, most countries need a high standard of human resources in order to compete in the world market.

On the other hand, there are many governments do not pay for their people university education. In these countries, the students must work strongly to achieve the university education. In contrast, there are many poor families and they do not have the ability to pay the university education fees i.e. only the rich can complete the university education.

In my point of view, the government should pay the university education under circumstances such as student level, funding ability, talent and successful condition.

2.1.11 Student Essay 11 (SE11) – 264 words

Today, some countries' governments pay for the university tuition of their people, while others don't pay all. The focus on this essay is to discuss the positive and the negative aspects of all governments pay for the university education of their people and lead to a conclusion that all governments shouldn't pay students all tuition fees.

There are many good reasons that the governments support all university students. All students can not only take good education, but also concentrate on their class because they don't need to care about money. Perhaps the number of crimes might be decreasing because of them. Moreover, the governments could built the amazing facilities for students to support promoting their studies. Consequently, supporting the education would lead to their countries' development in the future.

On the other hand, we have to think the reality once. If all governments support all students, not only the governments' budgets would be increasing, but also most of students wouldn't appreciate they can take the university education because of no their money. The students whom they think it is natural to study in universities don't always study very hard. Futhermore, the governments might not have a choice to raise their countries' taxes to give good education for students except some rich countries. If it is true, the countries, it mistakes the means for the end.

In conclusion, the points mentioned above leads me to the opinion that the governments shouldn't pay all the university education. In my opinion, the governments should pay all just excellent students as scholarships and support the universities' institutions partly.

2.1.12 Student Essay 12 (SE12) – 266 words

The society depends on improvement of education and also education can develop the well-being of societies. But it is really how much it affects the society. In this essay I will discuss how education has affected the national government.

Some people believe that the government should pay for university education. Because the highly educated groups could protect the national lifeblood, which is the base of development of a country such as energy, economy and foodstuff. People who are educated by high education could plan a country more beautiful rather than environmental pollution. In the same way, it can make people more law-abiding. Then the social order will have improved and it will reduce the crime rate. A higher education could help others who do not receive a good education. And they will support some poor students to receive education. The country's development will be improved by the circle of education.

However, the government should pay for university education, which brings a heavy burden to our government and society and so on. As the higher education grows, more and more taxes will be needed to support it. Some people maintain that more and more highly educated people could reduce the social foundation work. The highly educated people leads more competitiveness, which your odds of landing one of these jobs are poor. If the higher education were affected by bad benefits, which will lead to higher crime. For example, they can use the spreading of viruses in the internet.

To sum up, promoting education is a long-standing goal and key for social stability. In fact, education will ensure our prosperity and progress.

2.1.13 Student Essay 13 (SE13) – 270 words

University education plays important role to development each country. It give people knowledge and skill. For example, Many of progressive country have a large number of student most of them have two or more certificate in different subject. Some people think that the government shoud pay for university education because some parents do not have money for their students while they have ability to study at university. Therefore, the government shoud pay for the university education. However, some people think that the government should not pay for the university education. I strongly agree with it for several reason. I will explain my point of view.

First of all, most countries do not have a good budget thus governments can not pay for education. In addition they must pay for main other essential reason such as environment, health and traffic problem. Therefor, they do not have a big responsibility for the pay university education. on the other hand students have a responsibility and they are exhausted.

Secondly, students who pay for their education will get a good result. They attempt hard to succeed the course. Moreover most university have a scholarship for student who earn a distiction. for example many student who came from in my country earned distinction have a scholarship at university in the united kingdom. And when student pay for their course they are tried to find out part time job and they learned new experience because they do not have enough fund for their course.

In summery, it is clear that both sides have advantage and dies advantage but it is better to government shoud not pay for university education, because mentioned above.

2.1.14 Student Essay 14 (SE14) – 273 words

There is a common argument during a lot of years that if the government should pay tuition and accommodation fees for their students. Either two aspects have their own supporters and different countries have different ways to deal with it. In my opinion, this discussion can't get the result from either one aspect.

On the one hand, there are two benefits that governments will pay for the university education. First of them is that poor students who or whose family can't afford to pay tuition fees can get the chance to go to university, this maybe change their whole life. Secondly, the entire education level of the country will be increased, the academic environment and research level of science will improve following it.

However, there are also some problems will be induced if government done it. The most important problem is that the fees will bring a huge burden to finance of governments because most of tuition and accommodation fees are more than ten thousands pounds one year one person totally, this is a huge budget for government. There is an another problem is caused by private university. As you know, most of private universities offer better accommodations and live conditions with more expensive fees, if this universities become a free one, all of students will compete for learning in there.

In my conclusion, government should pay for the public university education to give more chance to normal students and remain the private university which need pay tuition and accommodation fees individually to give more choose to rich students. This is a better way to balance both of education popularize level and finance.

2.1.15 Student Essay 15 (SE15) – 281 words

Education is one of the most important signs of the community highly developed, and the quality of education can be measured by the people who graduated from institutes and universities, then get what they want a job or the background about them. Specialists help them to make better choices in their life.

There are a lot of issues to be discussed about higher education like the quality-quantity, the cost responsibility student-government, the universities are they profitable or not, all these issues are dependent on the funding of the higher education, from my knowledge, the government funding depends on the economic system of the country. Is it follow the socialist or the capitalist, in many socialist countries the funding of high education depends on the government and there is no profit from the higher education institutes, then the quantity expands and the quality decreases with time, and the government will make revolution change every some years like create some colleges or sending the staff to get higher degrees in respectable universities.

In other hand the capitalist system countries depends on the profit and it may be towards the universities or the individuals, when a lot of students get university degrees, maybe the result will drop quality, and huge benefits to the universities, and in secondhand a large pupils makes the cost of education more economic for individuals, so it is difficult to say where is the best situation.

Everyone can get benefits from education countries, universities and individuals, because educated people make a better choice in their life, get better jobs, build private work and companies, developed their communities, makes their countries more effective than other to get better place in the world.

2.1.16 Student Essay 16 (SE16) – 288 words

Generally every year most of the Governments spend lots of money on various fields. Some of these fields are education, medical services and investigations. Education in my opinion is where the governments should give most of their money.

On the one hand governments should give the priority to education by giving lots of their annual budget. On the 21st century everyone must have access to knowledge. Anybody at the age of five must have the opportunity to study their own language, learn the basic things such as reading and writing. These are the two basic columns where education must be built. Through those columns countries can be built up with Democracy and peace.

On the other hand some people believe that when someone have to pay a small amount of money may respect more what the government gives for free. But we must not forget that education is not for free because that money comes from taxies, which everyone has to pay for. So by giving a small fee may become the trigger of respectfulness the education and pay more attention while having it for free.

Both governments and citizens must also understand that knowledge never stops. At a young age you are taught how to read and write then at school you learn more interesting things like mathematics, history and geography. At the age of 19 you can get more specified knowledge through your university. Finally you may also have to get back to desks at an older age because knowledge is always in progress and if you want to be good at your work you must always be up to date.

Let's see what the future hold us and how the education-knowledge will be affected from money.

2.1.17 Student Essay 17 (SE17) – 293 words

Personally, I strongly agree with the importance of government payment to the university. The government payment means cover the tuition fees for their people. And by another word it called grant .In addition; it always comes as part of a long strategy improvement of education plan.

At the beginning, the benefit of educational grant is widely and massive. Although the fees or cost of study is very expensive .But it is can be a main reason to make different types and levels of education in the society . Besides of that enhance and improve the knowledge . However , the most important thing is the encourage and help the student to complete their education easily . For instance of that after five years since the grant educational decision has been made it ,the percentage of graduated increased gradually . Additionally to that all those graduated are a good example given for the children school or other student. It is evidence of successful educational grant while it was limited for excellent student only. Whereas now it begins for any citizen.

On other hand the educational grant is the best way to encourage and support the student to get high education scale. And it could be very important for another sector in any country. For example, it is effective method to develop the vacancy rate. While can be also effective factor to decrease the rate of unemployment.

As another example of the benefit of educational grant, exactly in the student future, because the government payment can helps the graduate to meet the challenges and find a suitable job with suitable position with their subspecialty.

In brief, the government payment will treat the education level dramatically. And extract a lot of benefit from the educated people.

2.1.18 Student Essay 18 (SE18) – 294 words

Whether or not all governments should pay for the university education of their people has become an issue that attracts significant concerns from the general public. Different interpretations regarding it have been noticed. Some individuals hold a positive attitude, asserting that it is beneficial to students, while others maintain a contrary standpoint. As far as I am concerned, the latter viewpoint is convincing.

Individuals who persist that governments should pay for the bill of university education have their sound reasons lies in the fact that governments hold the most of fiancé and resource. AS well know, every citizen should pay taxes and governments shoulder the duties that use that money promoting people's education. It is indomitability that students could get benefit from it, in especial, the student from the disadvantaged group could master their fate and earn a good future by learning in university.

Nevertheless, individuals, on the other side, suggest that all people going to the university is a bad idea. They hold that society does not need so many undergraduates and without worker and farmer, even their education is not very well, cannot advance. Market demand is limited, there is always a line on the over and normal.

To be more accurate, bearing all bill of university education for everyone should require a lot of money and resource. It will increase the stress of budget and decrease the welfare of other aspect, likes medical environment and Economic development.

To conclude, the discussion cited above demonstrates that all governments should pay for the university education of their people may be of adverse impacts, involving tight money budget and the severe employment situation. It is safe to reaffirm my standpoint that I disagree all governments should pay for the university education of their people.

2.1.19 Student Essay 19 (SE19) – 314 words

With the age of technologies and rises of job competition, people have realized the power of knowledge and having a university degree. This has obviously driven competition in the sense of gaining university education. So they have developed a tendency toward higher education to improve their carrier opportunities. However, having a university education necessitates meeting two basic demands; admission criteria and financial sufficiency. Recently, in many countries policy makers raise a query about who should pay for the university education.

Personally, I support the opinion that everybody has the right to gain a higher education, new knowledge and experience as a pillar of equity. The university degree is for the brightest, committed and self-discipline student. By imposing high tuitions, This fact can be repealed, and education become only for those who could afford it.

Also offering a free university education for all requires massive expenses to both public and government and can be cumbersome for some nations due to financial limitations. In this case, policies should be set to subsidise the basic and necessary fields including medicine, engineering, education and education to maintain a balanced and sufficient human resources in these essential professions. This has to be provided for students of significant level of dedication, commitment and work ethic.

As example, in Iraq, clear and transparent regulations are set for the university education. Most of universities are governmental and free for public; also there are firm admission requirements in terms of high school graduation average. Also the Iraqi government run programs of scholarships for postgraduate studies in highly trusted universities abroad. The beneficiaries of scholarships have to be of the top ranked graduates and their fields serve the long term strategy of the nation.

Finally, I believe that the university education should be free but the admission criteria set to recognize the brightest students and serve the nation future requirements besides the personal desires.

2.1.20 Student Essay 20 (SE20) – 321 words

Education is the way to develop the society. It may be the way to teach people how to live, use their mind truly and make a good future for them and their children. Many people think that university education must take up a significant proportion of the national budget in order to give citizens the right to attain self-fulfillment. In fact it could be said that the government payment for university education of their people will be back as a development because high level resources necessary for development, as well as, compete in world market. Once you have educational citizens, it is not difficult to solve most of society problems. What is more, there is always constant changing technology, which demands an educational workforce that is flexible, creative and receptive new idea in order to be a value to society.

On the other hand some people say that government pay for the university education of their people is the waste of money because some of the citizens complete their university study and not working due to prefer staying at home or the increase of graduated citizens who do not find a job. Some other people work in a field that is far away from their study. Besides educational citizens who preferred leave their home and migrate to another countries using higher education to have a good jobs there. It may be true that in the counties which governments pay for the university education of their people, which will tend to decrease student competing in order to complete their high study in universities. Those students fell that however, their score at final stage in secondary schools will be low they will enter the government university. That is exactly what is happen in my country, Iraq.

in my opinion, governmental pay for the university education is a county's essential duty to it's citizens, as it make them get much satisfaction in their life.

2.1.21 Student Essay 21 (SE21) – 329 words

Students in many countries should pay for their higher education but not in others. So people often argue whether governments should pay for university education or not. This essay illustrates deferent aspects of this topic and gives advantages and disadvantages of each other.

There are many benefits people can get when governments pay for the university education. People will prefer to get higher education rather than find a job, also many students will get chance to finish their university study. As sequence, number of people who will have higher education in societies will increase, and they will finish their university study in the early ages. In the other word, they will work for long time. So that all services such as health care, education, transportation and so on will develop and improve very fast, and also the crime rate will decrease. Germany one of governments how is getting benefit by paying for the university education.

In contrast, free university education has some disadvantages. Students will not study hard and they will spend long time in the universities. And also their parents will not care about their children subjects weather are useful for them not. Governments such as Libya spend too much money to support or pay for their higher education. As result, too many people are studying in universities, in fact more than what the government needs. And also the education quality is not as good as the governments expect. Many people who are graduated cannot find suitable job because most jobs do not need higher education. All of these it can be considered as free university education disadvantages.

In my view, governments will spend too much money by paying for their university education, but they will gain very poor education quality. I believe that governments should do researches to find which subjects are very useful and important for them and make them cheaper than other to push student to chose these subjects but do not give them free.

2.1.22 Student Essay 22 (SE22) – 330 words

Education has been a part of developing any country for every time. Most country develops and reaches to the peak by education people. Although some people believe that governments should take responsibility for paying the university fees. Others disagree and say pay for the university education it is only the responsibility of students.

On the one hand, people who encourage the free education they say the government should be make education Available to everyone. There are many families who cannot able to pay for the education of their children. In any event, the tuition fees in university education are more than school level education. Therefore, it is not necessary that everyone can pay this great money for education. Also, it is unfair to reject a student's application that successful in your academic live just because she or he not has money to pay for the fees.

On the other hand, people who against the free university education. They say any students graduate to the university, it will be only benefit them not the all people live in country because they would work for themselves and it is only see how can improve your standard of living. Therefore, this much money should be use to other facilities for public such as healthcare, sports, and so on. Also, when students pay for your study should be take effort to cross your study because when they not pass this money not return for them.

In my opinion, the university education should not be free to all. And government should be balance between people have money for study and poor people they cannot afford to pay for their study. Furthermore, government must be looked to the students have good degrees and special talent by encourage him to continue their university education without pay the fee.

In conclusion, both situations have some advantages and disadvantages but I strongly believe that only outstanding students should be provided fee of university education to study and conduct research.

2.1.23 Student Essay 23 (SE23) – 331 words

The debate about who should bear the costs of study at universities has increased significantly during recent years, and the number of votes that request to change the financial system at universities in many countries has increased too. This essay will look at advantages and disadvantages of this and discuss ways to mitigate against the potential negative effects.

With regards to the positive impacts, more governmental expenditure on higher education will encourage more people to join universities and get more degrees which will support directly the different aspects of life in many countries. In addition, this will raise the awareness among public and will create new job opportunities, because the number of elites will be increased which means there will be a perfect investment for the human and natural resources.

Many positions in either the special or the public sectors required high level educated people in order to fulfil its requirements, so free higher education will help to reduce the dependence on foreign experts and these positions will be occupied by national specialists. For example, my government has sent thousands of Iraqi students to the UK and to the other western counties to get M.Sc. and PhD in a range of fields as part of an ambitious program to rebuild Iraq.

On the other hand, concerns have been raised about paying the universities' fees by governments instead of the citizens themselves, because it may affect the economic situation straightway. In many western countries government funding to any sector like health or education means one way or another extra taxes will be paid by people many of them have not attended universities before. Another point to add, the more governmental funding increase the more universities dependence decrease. In other words, many famous and great universities will face new challenges.

In conclusion, there are benefits of making the education at universities free, but there are drawbacks too. However, if governments and universities take additional steps, the effect of negative impact can be reduced.

2.1.24 Student Essay 24 (SE24) – 335 words

In the past most government paid for higher education of their people. However, in the last few years some countries paid for their students but most of them don't pay. As a result, some of young people could not complete their studies especially poor pupils. Therefore, I agree that all governments should pay for the university education of their people.

First of all, it is important to remember that studies at the university (undergraduate or postgraduate) needs much money therefore, many parents could not pay this fees. Consequently, young people can't enter the university you like and this may be affected their oppotunity in the future. For instance, some of those students are extremely intelligent and talent and it is unfair such as those pupils lose their higher studies. Furthermore, all government should encourage young people to go to university for many reasons, they can get benefit from them after graduated to build the scientific and technological basis to their counties. Some of them become doctors, engineers, lawyers and others.

Having said this, many people have different opinion. They say that the governments and students together should pay this fees or students alone for the university education. For example, if pupils paid half or all of this fees then they study more and more to success in their studies and they appreciate the value of this money, may be come from parents or from part-time working.

On the other hand, governments must put plan for the number of students enter the universities and graduate from them to prepare enough jobs for them. Also some people prefer to learn practical skills such as plumber, mechanic, farmer and tailor or work in trade exporting or importing for themselves so they can earn much money without studying in higher education.

To sum up, although some people encourage their young people to learn different type of skills to earn more money, I strongly believe that all government should pay for the university education to obtain more benefit for society.

2.1.25 Student Essay 25 (SE25) – 336 words

These days, one of the biggest problems that people are facing is University fees. Modern life is expensive life, everything of life gets expensive and more expensive every day , and people must able to pay costs of the strenuous life. That is the cost of living in general, which is including the fees of University education for their sons. This essay will discuss this problem and show why governments should pay for fees of University education.

There are several important reasons , which must be taken into consideration, so that governments pay the costs of University education for students . One of these reasons, the facilitation of path to higher education for the student from lower income families is vital to maintaining or even creating more balanced society, and makes people feel equality between spectrums of society. Another reason, some students come from far cities to study, and their parents cannot pay the live and studying fees together, which make the student in some cases stop studying and work to provide his expenses. The most important reason, all citizens pay taxes rich and poor, without exception, so why do not pay the government costs of University education, and we have been found in some cases pay billions in wars for personal interests.

Nevertheless, government's grants are the ideal solution to those problems, enabling all students have an opportunity to develop their academic prowess, and creating competitive studying environment among students. However, it must be put certain conditions to determine how to pay these costs for all disciplines without exception , and commitment to specific conditions organize payment process , even do not become random and wasting state funds.

In conclusion, and due to the high costs of living , government should pay for University education similar to compulsory education to enable outstand students from low income families to continue their higher education in Universities and ease the load on the families in order to provide a better life. This decision has an good effect on citizen.

2.1.26 Student Essay 26 (SE26) – 352 words

The higher education (universities education) is one of the most important sectors in any country, the governments need a good policy or planning for this field, in order to upgrade the education level and the submit best services. To achieve this goal the universities should be have independent budgets and revenues away from the government for many benefits.

First, the universities and other educational foundations or institutes should be administrated by autonomy method, that is one of investment methods. This type of management encourage the staff (teachers, employers,.....etc.) to do the best in order to protect their jobs, also no chance for any one without good skills to have a job in universities. In other hand the management of universities should prepare a good plan to provide, improve perpetuate the laboratories devices and equipment's in order to protect the level of education and become more attractive for students, that is mean more revenues. Also, the improvements encourage the teachers and researchers to make a good researches and more innovations.

Therefore, the government have a lot of area for budget planning. There is many other important sectors should be paid by government like infrastructures , for example roads, bridges ,water and sewage network and stations, electricity. In addition to health sector especially general health, spread diseases. And the government can save money to spend on primary and secondary schools, because it's important for all people around any country, so that is represent foundation education.

Third, this type of management encourage the students to study hardly because they pay for education. So some students sponsored by their parents. The families give advice to their sons in order to have good scores, or other people study in part time because they have jobs, then this situation lead to study good to increase their qualifications and salaries.

Finally, as the result of the reasons and examples mentioned above, spend money for universities by government means low budgets for other important sectors ,low education level, low innovations , low revenues. That is why we recommend the government should not pay for the university education of their people.

2.1.27 Student Essay 27 (SE27) – 365 words

First of all, I agree that the governments should pay for the university education of their people.

Second, I think that the education is the most important thing in any culture, and any country want to improve herself in technology it have to start by improving the university qualification to can create an intelligent people how can work in the specialty field and make something. A student could study different specialties like medicine, engineering, law ...etc. In order to do this, the government should support the student in different aspects and the economical aspect is one of the most important ones. For example, in united kingdom, the government try always to help the student to push them up to complete their education, for that the student who graduated from A-levels after they have a conditional offers from any university inside Britain they can borrow a money from the government and after they graduate they have to return the money back when they find a job. I really like this type of student education support, because the government system education make two things , the first one they support the education inside the country and give the opportunity for every person to complete his/her studying. On the other hand, this type of system teach the student that to get the money is not easy for that every student will be serous about his studying, and also that system create a strong community as well. This example of undergraduate student unfortunately doesn't happened until now in a many countries where they have a problem in student support system, also the scholarship for masters and PhD does not exist in many countries yet.

I conclusion, I insist that the government in any country in the world should pay for their student, I know that some countries use this important part of the life to be an income for the government, but that does not mean some student studying and other still out of the learning circle or out of the life because of financial burden. Finally, studying is the right for every person in the world not every rich person, and only the government can support this.

2.1.28 Student Essay 28 (SE28) – 417 words

University education has the same significant importance of primary and secondary schools, so the governments should pay for their citizens to get it. This because it provides talented people with advanced knowledge of specific subjects, decreases the rate of unemployment, and encourages young people to participate in their community development. This essay will discuss these main reasons and draw some conclusion points.

The first reason relates to the highly intelligent people who are interesting in particular subject or field of study. These people should be supported to develop their skills. This can be achieved by providing them with advanced knowledge and practical guide which are supplied by university education.

The second reason is the role of university education and certification in decreasing the rate of unemployed citizens. Because of the various areas of studies in universities, people have more alternatives of jobs than if they are have high school certification only. Also they have more opportunities to work in their specific field than others. In additions, the significant development and increase of knowledge area leads to create more departments of university studies, then more opportunities of employment.

The third cause is the effect of university education on developing of communities by encouraging young people to take part in the building and developing processes. If young people recognize the amount of money that government pays for their studying, they will realize the importance of their duty after graduating. Also, Because education helps them to improve their logical thinking and individual abilities, their work productivity will be higher and its quality will be more improved. In addition, the availability of studying and working opportunities decline chances of learning and doing negative things that spread within youngest class such as crimes, drugs, violence and terrorisms. These result in higher community level and better forecasting future for next generations.

In the conclusion and according to the discussed causes, governments should support all their people, including talented people, and grant them their rights by supplying free education in all its stages, even university education. Also the positive effects of university education on the community are considerable. One of the important effects is declining the rate of negative antisocial characteristics due to increasing of higher studying and employment opportunities. In addition, Ideal community level is reached not only by experts but also by the activities of youngest who acquire sufficient knowledge from university education. All of these are the responsibilities of governments. So government should support their people financially to get university education.

2.1.29 Student Essay 29 (SE29) – 419 words

In recent years, there has been growing interest in the higher education in most countries around the world, because education is one of the signs of developed countries. Nevertheless, many students in universities still struggle to get money to cover the tuition fee. Some would argue that governments must pay this money. However, others suggest that this fee was only paid by a student itself or his parents for their studies at university.

On the one hand, many people agree with the free education and this is one of the fundamental duties of government by helping their citizens and promoting its economy. There are many poor families that have intelligent children need to continue their studies and students from rich families would easily find offer to study in universities. However, After supporting by government this would help to establish equality between the students. As a result, it would give to increase the numbers of educated people in country that emphasize the push approach to promotion of its economy around the world. Many governments supported their students in high education and scientific research in the past decades by free education after that they earn now from higher education considerably. Countries, such as the United States, the United Kingdom, Australia and Canada, which have done this are often regard by others as advanced countries in high education. Authority in country must provide strategic planning for their people to get free study in the same time growing its economy.

On the other hand, other people claim that students should pay their own university education for many reasons. The first reason is that the governments, especially did not have natural resources, have a limited budget. They might probably pay of students' fee at the universities from other important sectors such as healthy ministry or justice sector. These governments would take money high amount of taxes, from craftsmen who did not continue their studies, to support the higher education. It unfairly becomes between people. Another reason is that education would be get improvement when students paying their own education fees. Students would be more predict to attend lectures and attempt to do hard working and followed by their parents until, they can get higher marks. The final reason is that foreign students did not study with free education so they will pay to study this will be another investment. In conclusion, I strongly disagree with the idea supporting this statement, because the free education of students at the university has more benefits than drawbacks

2.1.30 Student Essay 30 (SE30) – 424 words

There are always debates about the issue of governments fund toward higher education of its people. Some believe that it is the right of every citizen to acquire a free education at all academic level. While other think that at university levels, governments are no longer responsible to pay for the fees. So what is right? Is a government responsibility to provide free university education or is not?

People who are in favour often argue that every citizen has right to education and this right should not be limited to a particular level but throughout the academic period up to the university. In their argument they say that, it should be remember that, we are now leaving in a very challenging economic world and is no longer possible to enter to a job market with just any qualifications. As such it is important to every individual to acquire a higher degree qualification in order for them to secure a good job with a promising future. The more people are educated is good for the country, out of them will be politicians, doctors, engineers, scientists and economist and these are important for the economical perspective of the country.

On the other side of argument people believe that governments should not be responsible to pay for university fees. This is because, they argue, many countries are not wealthy enough to pay for university education, with these lack of resources the chance of free education may only be given to a limited group of people. In many cases those individual who are coming from poor family background which should be more eligible to these fund, may not always get the opportunity. Moreover, they said when a free university entry is applied may results in undermining the standard of education. Parents who don't pay fees often give less attention to their offspring performance and students also may not fully committed to their studies and these ofcourse has a significant impact on the general standard of education.

In my opinion I strongly agree that every government should provide free education to its people at all academic level up to university. Highly educated society is not only beneficial for economical point of view but as political and social as well. It increases employment rate and minimizes crimes which are keys for the stability of any country. However, I would also suggest that highly measured should be in place to ensure that only those who are capable and eligible to enter universities are allowed in order to main the educational standard.

2.1.31 Student Essay 31 (SE31) – 502 words

It is very common that education is the most important in this life. Every people have their own right to have an education in order to be a better person or to have a good career in future. In some ways, I absolutely agreed that government should pay for the education's fee of every people. Government should provides all the facilities to citizens and of course the most valuable facilities is education. Education is the best way to develop personality, spirituality and attitudes of an individual. As to develop a country, government requires a citizen who are knowledgeable and well educated. The government need to prepare the facilities and give a free education starting from primary level until higher education.

In some parts of the world, government have provided a free education from primary level until high school, but when it comes to higher education, people need to pay by their own. Some of excellent's student will get a scholarship to cover their education's fee. In other hand, some of unlucky and poor student will not going to continue study in higher education although they are excellent and fantastic. The government's responsibility to fund education in university level as to producing experts because there is where a beginning of journey of experts in various field who will help the success of productivity in future.

Moreover, if government provides a free higher education for every people, everyone has an equal educational opportunities without any miss. By doing this, a government will increase a percentage numbers of intellectual and well educated citizens. In other point, students are able to pay attention on their studies without worrying in how to pay their education's fee or busy doing their part time work to finance their study.

Therefore, if every people been sponsored by a government, a numbers of graduates become higher than the numbers of job offered. Undoubtedly, the increasing of unemployment rate will be an issues and social problems. In order to give a free higher education, government will have a limited expenses to cover any development in other areas that also important such as in the field of technology, economy, human resource and other sectors. A balance in all sectors will be affected. As example, to be in line with a world of globalization, a government should upgrading all equipment and tools to keep with the latest technological developments. It will requires a higher expenses.

On the whole, personally in my point of view, a government should pay every people's education fee in such a smart's way. Every people should remain in the set number of pointer level in order to get free, and those who did not keep their pointer is need to pay by their own if intended to continue their studies. I believe, it will make students more serious about education and their studies. By contrast, a government is not going to waste a lot of money for students who are not competent, and will allocates that money to other sectors.

2.1.32 Student Essay 32 (SE32) – 625 words

High education is absolutely essential for those who want to succeed in their lives. This institution was created in the middle ages to serve growing need of aristocracy. As the human civilization progresses, the role of university was changed slowly adapting to emerging middle class. Now days university is consider , as a place where broad spectrum of people garner together to put their efforts jointly and create solutions that are going to benefit a society, making human live much easier. In my opinion government should spend certain percentile of money based on minimum wage to create an environment that helps young people to get through the university. It is of best interest of students if government is able to pay certain amount of money toward university tuition and the rest of the tuition can be paid by young people and their families.

There are plusses and minuses to the story. If government pays all amount of tuition there are varieties of possibilities. Young people are going to start and finish their high education without any obstacles, just the presents of good will from those young people. Graduates are going to create medium for developing new kind of economy based on high- technology. As President Obama announced in his speech in front of 2000 students at North Caroline State University of establishing of the first of forty-five high-technology manufacturing institute on January 15, 2014, which is going to help overcome losses of jobs in many regions of United States. As he said “We are not going to turn things overnight, we are going to start bringing those jobs back to America with creation of those types of institutes.” (NYT Jan.15, 2014 section Politics). This is a big opportunity for a lot of young people who still dream to change the world in better way.

Those youngsters who have the university education are going to spring out toward the society with open eyes and very different set of mind. They are going to be responsible in creating as many opportunities as possible for those who are less fortune. Ultimately those action are going to create better society. Example is that many young people especially in United States who just graduated from university joined the Peace Core. One of my best friends in Washington D.C joined the Peace Core and he is in Philippines helping poor people and educating them.

There are as many disadvantageous as well. Absolutely free education is going to be a problem in general because undermined the quality of education. In fact, that a lot of young students are going to be involved in this process, leads to creating crowed classrooms and necessity of more training proffesors, in which case is impossible to be produced. Training new teachers for the university is a long and time taking process.

Crowded classrooms are going to weaken the quality of education because simply teachers are going to have less interaction with their students and less time to get involved in the process of creating strong bases of knowlage for those young people. As number of students is increasing year after year, it is going to become more difficult to check presence of all students. Of course this is going to be welcome many of students to miss classes and lectures. Teacher body of the university is going to have a troubles with tracking all students leading to big mess in their presence.

As I mentioned above it is very important to be found the right equilibrium in payment between the government and the student. There should be a dialoge

between both sides. I can not agree with the statement that univerist education is only matter for the government but there must be included the other side.

2.2 Consent request







4 Micro-argument analysis of each BB

This appendix contains:

- (1) instructions for analysis and labelling instructions, as explained in Chapter 4, and repeated here for ease of reference.
- (2) Overall argument, micro-argument analysis and notes for each BB.

4.1 Instructions for analysis

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|---|
| <p>1. Look at an example of a completely labelled piece of writing first. Before analysing a new piece, read it repeatedly: it is important to look at the larger picture. Ask the question 'what is the writer trying to say about the essay topic or question?' before starting to label any Points in the text.</p> |
| <p>2. The essays have already been divided into three parts (introduction, middle part, conclusion) where possible by putting an uninterrupted line after the first paragraph and before the last one. If you do not think that the author's use of white space demarcates the different sections in the piece, insert a dotted line to indicate where an introduction ends and / or a conclusion starts.</p> |
| <p>3. The introduction of each piece has been numbered '1'. Each middle part has been divided up into smaller sections with consecutive numbers, and the final consecutive number has been given to the conclusion. The sections in the middle parts will correspond to sentences (the default), clauses or short paragraphs, dependent on where new ideas seem to start. The division in smaller numbered sections is just a tool to make it easier to see how ideas are put together. You can make changes to the divisions and numbers to reflect your interpretation of how the text can be divided into argument parts.</p> |
| <p>4. Assume each essay to contain arguments. For an argument to be present there needs to be a main Point and Support for that point. Each line in the essay will need to be given a label: P (for Point), S (for Support) or O (for Other). You will need to indicate the extent that labels apply by using respectively bold (for P), underline (for S), and italics (for O) in the text. The labels go in the right-hand column and there needs to be a label for each line.</p> |
| <p>5. You will need to provide a number for each P and S. Ensure that any Point and its Support have matching numbers. The first P you find in the essay needs to be labelled P1. Once you have identified P1, ask yourself if a line could be interpreted as S1. If not, check if it is a new P (P2), or whether it might represent Support for a new P (in which case, find out what the number would be for that P e.g. if it is the third Point that is being made in the essay (P3) then the label for the Support is S3). If a section is not P or S, label it O. Examples of Os are sections that organise the essay, that introduce the general topic, or that give undisputed facts. Do not number the Os.</p> |

<p>6. By definition, introductions are likely to introduce the argument and therefore do not necessarily contain argument already. If that is the case, label those lines with O. If you do find that a main Point is explicitly stated, label it P (with the appropriate number). If you find Support, label it accordingly.</p>
<p>7. When there are statements such as 'There are many reasons to support this idea', the writer is indicating that there is Support, but the Support itself is not given. These types of statements are considered 'empty summary statements', as they do not actually give the Support, just state that it exists. They are indicated with an S in round brackets, e.g. (S1). If there is content in the statement, i.e. the summary actually mentions what some of the Support is, then do not put the label in brackets.</p>
<p>8. If a line functions as two labels at once, e.g. it provides support for two separate Points, use a slash when labelling, e.g. S1/S2, to indicate that both labels apply at the same time.</p>
<p>9. Square brackets need to be used where writers indicate that they are exploring an alternative situation or a point of view that is put forward by others (whether they later agree with it or not). Label the Point that is being made as [P] and corresponding Support, i.e. Support for that idea that others give, as S with the corresponding number. The writer can either agree with this view later, in which case this new Point needs to be labelled P (with the same number as the corresponding [P]) or disagree with it (either completely or partially), in which case it needs to be labelled with P with a different number.</p>
<p>10. As mentioned previously, an idea in favour or in defence of a point is labelled S. If an idea is a concession to a Point (e.g. P1 or [P2]), or argues against the Point, e.g. by listing a disadvantage, it is labelled with a minus (e.g. -S1 or -S2). In cases where there is a [P1] (or [P2], etc.), there are two possibilities:</p> <ul style="list-style-type: none"> - the writer's own Point is the same as the other point of view that is presented. The use of the same numbers in the labelling makes this clear (e.g. P1 and [P2]) - the writer's point of view differs from [P1]. It will be directly opposite or differ to some extent and will therefore be given a different number, e.g. P2. In cases where [P1] is directly opposite to P2, S1 will also function as -S2, and S2 as -S1. The label will therefore combine both with a slash, e.g. -S2/S1.
<p>11. Use an asterisk after the label if you want to make a comment about a particular line. The comments need to be put in a box underneath the analysed essay and state the number of the section they refer to. Comments are likely to be necessary if you have to make an interpretation of the text in the line in order to label it, or to justify a decision you have made about the label in case of more than one possibility.</p>
<p>12. Write all the [P]s and Ps in a box above the analysed piece. Based on these, also write down the macro-argument there, by giving the writer's overall point of view and a summary of the main Support for this.</p>

4.1.2 Overview of labelling conventions:

P	This is the label for Point (the section this label refers to is put in bold in the text)
<u>S</u>	This refers to Support (the Support section is underlined in the text)
<i>O</i>	Other (in italics in text): a statement that is not P or S.
numbers after labels (e.g. P1, S3)	Each new Point receives a number; the corresponding Support is given the same number.
[P]	Square brackets are added to a Point that is mentioned when a writer is exploring a view that is not necessarily their own.
(S)	Round brackets are put around summarising statements in the text which do not reveal the content of the argument, for example 'there are three reasons for this'.
-S	The minus sign is used for counterevidence, which is here used to mean one of two possibilities: - a concession to an opposite Point - an acknowledgement of a negative aspect of a Point Note that there is no -P.
/	The slash is used to indicate where one item can be labelled twice, e.g. it functions as both S1 and S2.
*	An asterisk will be used after a label if the section it refers to is worthy of comment. An explanation is provided in the notes underneath the text.
numbers at the start of lines	The introduction is set apart and receives its own number, as does the conclusion. The middle part of the text needs to be divided into smaller parts, each of which receives a consecutive number.
_____	An uninterrupted line is used after the first paragraph and before the last paragraph to indicate where the writer has demarcated an introduction and conclusion section through the use of paragraphing.
Space	Space between lines of text in a middle section denotes that the writer has divided the text into paragraphs, either through indentation or line spacing.
.....	A dotted line is drawn to show a suggested text division. If the introduction or conclusion is deemed to be either longer or shorter than the length indicated by the author's paragraphing, a dotted line needs to be used where, based on their content, the introduction actually ends, and/or where the conclusion starts.

4.2 Overall argument, micro-argument analysis and notes for each BB

BB1: Was anything achieved in Cancún?

- P1: The agreement made in Cancún is not good enough yet
- P2: There are no better alternatives at this stage/ it is good enough for now

Overall argument: Despite the fact that the Cancun conference on climate change did not lead to comprehensive and immediate outcomes, the agreement has achieved something by making a good start.

<p>1. <i>Unlike the previous meeting in Copenhagen a year ago, the UN Climate Change Conference in Cancún, which finished last Saturday, did produce an agreement.</i> <i>In the words of the United Nations Framework Convention on Climate Change (UNFCCC) Executive Secretary Christiana Figueres, 'The beacon of hope has been reignited and faith in the multilateral climate change process to deliver results has been restored'.</i> <i>The key question is - is it good enough?</i></p>	Intro O O O*
<p>2. <u>The 'results' Figueres is referring to are processes not outcomes.</u> 3. <u>Her choice of words can be read as a critical comment on what happened in Copenhagen, where nations failed to 'work together under a common roof' and reach an agreement 'in a transparent and inclusive process'.</u> 4. <u>Much of what has been agreed relates to the functions of new institutions and the start of processes to create these institutions.</u> 5. <u>The big omission,</u> 6. <u>as NGOs were quick to point out,</u> 7. <u>was on concrete and legally binding emissions reduction targets.</u> 8. <i>That challenge was moved forward, again, to next year's meeting in Durban.</i></p>	S1* S1 S1 S1 S1* S1 O
<p>9. <u>Cancún demonstrates the challenge for international climate policy.</u> <u>It is very difficult to achieve fair outcomes without procedural justice, but the latter takes a lot of time, goodwill and collaborative effort to establish.</u> The Cancún agreement isn't nearly good enough, but what are the alternatives? <u>Until some a way is found to deliver global security to future generations without the need to first build institutions for global environmental governance, the UNFCCC is the only show in town.</u> With Cancún, this show is on the road again, albeit very slowly.</p>	Conc. S2* S2 P1 P2* S2 P2 P1/-S2

Notes:

(1) This is close to the P, but its purpose actually appears to be to give historical background and introduce the topic.

The question 'is it good enough?' is a rhetorical device, as it announces what will be decided in the text.

(2)-(4) This section can be argued to also support P2 as it sets up a link to (10), i.e. the idea that the results are processes, and that processes take time. (3) underpins (2) and is therefore S1: it explains that 'results' should not be taken to mean 'outcomes' and that the word choice is due to a previous conference failing to come to any agreement.

(6) There is no [P] here. This section does explore what others have said but is used in function of the writer's own opinion.

(9) The first line has been labelled as S2, as the S2 that immediately follows can be seen as a more detailed explanation of the same idea.

The rhetorical question suggests that there are no alternatives, and as such qualifies as P2.

BB2: Lobbying – a necessary part of politics

<ul style="list-style-type: none"> • [P1]: lobbying is dirty • P1: lobbying is not harmful, bad, murky, or secretive/lobbying is necessary, inevitable, longstanding, ubiquitous • [P2]: lobbying is powerful • P2: lobbying is not significant or very powerful <p><u>Overall argument:</u> lobbying is necessary and harmless: all types of organisations do it (even NGOs) and government policy cannot easily or greatly be influenced.</p>

<p>1. <i>Lobbying is once again a dirty word.</i> <i>The case of Liam Fox and Adam Werritty has led to bigger questions being asked about the accountability and transparency of British public life, more so than at any time since the expenses scandal of 2009.</i> Yet lobbying is an inevitable, longstanding and relatively harmless part of politics. Notwithstanding the drama of defence policy and Cabinet resignations, its significance can also be grossly exaggerated.</p>	<p>Intro O O P1 -S2 P2</p>
<p>2. Media concern over lobbying often leaves the impression that access to Ministers and influence over policy is murky and secretive,</p> <p>3. with power being wielded far away from the public gaze.</p> <p>4. The reality of attempts to influence policymakers is far more banal</p> <p>5. <u>-characterised as it is by written submissions to consultations, oral evidence to committees, and well-briefed grassroots activists making appointments to see their MP.</u></p> <p>6. <u>Yes, commercial interests engage in lobbying,</u></p> <p>7. <u>but so too does the public sector itself, alongside charities, voluntary groups and non-governmental organisations (NGOs).</u></p> <p>8. <u>The NGOs in Britain project at the University of Birmingham has recently been exploring the role and influence of NGOs in British public life since 1945.</u></p> <p>9. <u>These groups have proliferated since the end of the Second World War, as increasingly affluent, educated and therefore discerning citizens have turned away from the mass political parties, and sought other ways to champion causes close to their heart.</u></p> <p>10. <u>In order to justify this growing public support, NGOs have found themselves increasingly compelled to engage with politics, and since the 1970s particularly, have professionalised their lobbying operations.</u></p> <p>11. <u>In doing so, NGOs have turned themselves into policy experts in their particular fields, and have sought to deploy this expertise to leverage political change.</u></p> <p>12. <u>They have lobbied on behalf of their supporters on every imaginable topic – from international development to doorstep recycling schemes.</u></p>	<p>[P1] [P1]/[P2] P2 S2 -S2/-S1 S2/S1 S2/S1 S2/S1 S2/S1 S1</p>

13. <u>This lobbying has overwhelmingly taken place either in public, or in official meetings with civil servants and Ministers.</u>	S2
14. <u>Moreover, it has tended to concentrate on incremental change in the specific details of policy.</u>	S2
15. <u>In the face of a strong, determined government, tinkering around the edges is usually the most a lobbyist can hope for.</u>	
16. <u>All of this is a far cry from the Machiavellian fantasies that get aired whenever the question of lobbying comes up.</u>	Conc. S1
<u>Yet the idea that lobbyists wield vast amounts of unaccountable, secretive power is just that – a fantasy.</u>	P2/P1
<u>The mundane reality is that the policy making machinery is too big, and too complex, to be distracted by whispers in even the most carefully-chosen ear.</u>	S1/S2

Notes:
 (8) - (12) could be seen as O, because there appears to be an aside here about NGOs. However, as the history of NGOs is used to demonstrate that they engage in lobbying (first stated in (7)), this section serves as (a sublevel of and therefore also) S2 and S1.

BB3: Sudanese independence

<ul style="list-style-type: none"> • [P1]: Sudanese independence is the culmination of a peace process • P1: the division of Sudan will not bring peace or economic improvement to Sudan • P2: there is a worry for the whole of Africa about more separations and negative consequences for security, economy, politics <p><u>Overall argument:</u> the division of Sudan will have negative consequences, based on previous events and predictions.</p>
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<p>1. <i>On 9 January polling started in Southern Sudan in a referendum to determine whether one of the largest states in Africa will divide.</i></p> <p><i>The result of the referendum is so certain that the South's Independence Day has already been set for 9 July, six months after the start of polling.</i></p> <p>Many see this as the culmination of the peace process and the agreement signed in 2005 that ended almost 22 years of civil war, which had resulted in around two million deaths.</p>	<p>Intro</p> <p>O</p> <p>O</p> <p>[P1]</p>
<p>2. <i>When secession happens, it will result in two new countries.</i></p> <p>3. <i>South Sudan will become the 196th country in the world</i></p> <p>4. <i>and one of the poorest</i></p> <p>5. <i>despite its potential resources.</i></p> <p>6. <i>The North, meanwhile, will be greatly diminished by the loss of those resources,</i></p> <p>7. <i>particularly 80% of Sudan's oil reserves and revenue.</i></p> <p>8. Separation presents a risk of violence.</p> <p>9. <u>Sudan's current President, Omar al-Bashir, is the only Head of State wanted by the International Criminal Court for war crimes</u></p> <p>10. <u>and whilst he has recently played down threats of violence,</u></p> <p>11. <u>there remain disputes in the Darfur Region and other areas.</u></p> <p>12. <u>A parallel referendum on joining the north or south, due to be held in the oil rich region of Abyei, has been abandoned as a result of lack of agreement over voter eligibility.</u></p> <p>13. <u>These disputes are likely to rumble on.</u></p> <p>14. <u>Even if independence happens without further incident,</u></p> <p>15. <u>it faces not only border disputes with the North, but also factionalism across the South.</u></p> <p>16. <u>The 2005 Comprehensive Peace Agreement was signed between the North and the Sudan People's Liberation Movement/Army (SPLM/A).</u></p> <p>17. <u>The SPLM/A, whilst being the largest political faction, is not the only one.</u></p> <p>18. <u>The North-South divide, between an Islamic North and an animist and Christian South, masks significant differences between groups within the South that were untied [sic] against Khartoum but lack a united post-independence ideology.</u></p>	<p>O</p> <p>O</p> <p>O*</p> <p>O</p> <p>O</p> <p>O</p> <p>P1</p> <p>S1</p> <p>-S1</p> <p>S1</p> <p>S1</p> <p>S1*</p> <p>-S1*</p> <p>S1</p> <p>-S1*</p> <p>S1</p> <p>S1*</p>

19. Sudan's secession makes a number of African governments nervous.	P2*
20. <u>The last country to gain independence was Eritrea in 1993 and this resulted in a series of violent disputes with Ethiopia.</u>	S2
21. <u>Somaliland has been campaigning for independence from the world's perpetual failed state, Somalia, and may now look to South Sudan,</u>	S2
22. <u>as will Darfur, the Delta in Nigeria, Cabinda in Angola, Ogaden in Ethiopia and the northern Sahara in Nigeria.</u>	S2
23. <u>These regions may look for political independence along with the resources they control</u>	S2
24. <u>despite the received wisdom that integration brings greater economic, security and political rewards than atomisation.</u>	-S2*
25. The drive to new statehood therefore makes domestic rulers and international agencies nervous for the future of the continent as a whole.	Conc. P1/P2

Notes:

(4)-(7) Although this is a non-argumentative section, and has therefore been labelled 'O', it sets the tone for the argument already: there is a hint that North nor South will benefit financially from the separation. As (12) and (23) also refer to resources, and (24) relates integration to the economy, the economic aspect of the argument has been added to P1 in brackets.

(13) This is a prediction, but as the writer has authority on the matter and it appears to follow from the previous comments, it can be seen as S rather than a new P.

(14) This has been labelled as a concession as it suggests that it is possible that no further incidents occur.

(16) The agreement is the same one as referred to in the introduction.

(18) picks up a point from (16): it looks as if there is a peace process but it is with one political faction only, and there are other ones.

(19) Although this explores what is happening elsewhere, this has not been labelled with square brackets as it is the author's assessment of a situation, rather than something he is distancing himself from in some way.

(24) seems to express an important point: integration brings greater economic, security and political rewards than atomisation. The only support provided for this, however, is 'received wisdom', and the information is downgraded in a subclause starting with 'despite', which is why it has been labelled as -S2.

BB4: Is festive stress really so bad for our health?

<ul style="list-style-type: none"> • [P1]: stress is (always) bad for our physical health/low stress is good for our physical health • P1: we need to rethink that stress is always bad/stress is sometimes bad but not always <p><u>Overall argument:</u> It has long been known that stress can be unhealthy (as profound physical reactions to acute stress increase cardiovascular risk) but now research has found that it is not always bad, as short term or no stress reactions carry health risks too.</p>

<p>1. <i>Christmas is perennially highlighted as one of the most stressful times of the year</i> with the natural assumption being that stress is always bad for our physical health.</p> <p>However, our research is showing that the picture may be rather less clear and that there may be health risks inherent in not reacting to stressful situations.</p> <p><u>People who have low (blunted) cardiovascular and cortisol reactions to acute stress could be at greater risk of conditions such as depression and obesity, and have lowered immunity to infection.</u></p>	<p>Intro O</p> <p>[P1]</p> <p>P1</p> <p>S1</p>
<p>2. <u>These findings emerged from our analysis of a large community study set up by the Medical Research Council Unit at the University of Glasgow.</u></p> <p>3. <u>We continually found seemingly contradictory associations and instead of high stress reactivity being related to negative health outcomes or behaviours, it was the low stress reactors who were more at risk.</u></p> <p>4. <u>In fact, those who did not show large heart rate and blood pressure reactions to a short laboratory stress task were more likely to become depressed and obese over the following five years.</u></p> <p>5. <u>With heart disease the biggest cause of the death in the UK today,</u> 6. it is widely accepted that people who have a profound physical reaction to acute stress, such as raised heart rate and respiration, run a higher risk of developing cardiac problems including high blood pressure and heart attack, or stroke.</p> <p>7. <u>By implication, low heart reactivity has been thought to be benign – and even protective –</u> 8. leading to the belief that ‘chilled out’ folk who show the lowest stress reactions are also likely to be the healthiest.</p> <p>9. <u>But our new findings suggest there are significant health risks at both ends of the reactivity spectrum.</u></p> <p>10. <u>It is likely that having lower or no reaction to short-term stress actually reflects some sort of disorder of the motivational systems in the brain,</u></p>	<p>S1</p> <p>S1</p> <p>S1</p> <p>S1 [P1]/P1*</p> <p>S1</p> <p>[P1]</p> <p>S1</p> <p>S1*</p>

<u>which are the same areas that are disordered among smokers and alcoholics.</u>	
11. <u>Whereas high reactivity contributes to, and exacerbates, inflammatory cardiovascular disease, low reactivity may compromise immunity and our ability to fight infectious disease and, as such, be the maladaptive response.</u>	S1
12. <u>In a recent meta-analysis, other negative psychological or behavioural traits, including anxiety, neuroticism and negative affectivity, were also revealed to be related to decreased cardiovascular reactivity.</u>	S1*
13. <u>Although the mechanisms of such associations are not yet fully understood.</u>	-S1
14. <u>the growing literature associated with low stress responses suggests that we need to rethink our understanding of the links between departures from normal physiological response patterns and our health.</u>	S1
15. <u>Whilst we wouldn't want to wish anyone a stressful Christmas it may be some comfort to realise that short term stress reactions may not be such a negative thing for our health as previously thought.</u>	Conc. -S1 P1

Notes:

(7) This seems to be a faulty path, but as 'it is widely accepted' there is no reason to think that the writer does not believe this herself. Later on it is confirmed that it is the converse situation (8)-(10) which is the one she does not agree with.

(11) The phrase 'It is likely that' suggests that this is interpretation of the findings. This interpretation is not a new P as it is this interpretation that leads to P1, nor is it an aside: it is more likely to be included to give extra weight to the fact that this is an unhealthy situation (as smoking and alcoholism are unhealthy). The low reaction is evidence of a disorder of motivational systems, which is evidence of health risks.

(13) initially seems to be an aside ('O') but also appears to be giving weight to the findings about low stress responses.

BB5: What makes WikiLeaks so dangerous?

- [P1]/P1: WikiLeaks are irresponsible and dangerous/ we should care about WikiLeaks

Overall argument: WikiLeaks are a concern because they have endangered courageous people in authoritarian regimes, which also means that people are less likely to be courageous in the future.

1. Misguided, irresponsible, reprehensible – these are just some of the words used by critics to describe the latest set of releases on the website, WikiLeaks. <i>But is this more than hurt pride and should we really care one way or another?</i>	Intro [P1]/O O
2. <u>On one level probably not. For anyone following international affairs, there is very little surprising or new material beyond what most of us either already knew or suspected.</u>	-S1*
3. <u>There is a problem with organised crime in Russia? The Chinese are fed up with North Korea? The Saudis are opposed to an Iranian bomb? Chris Patten is sceptical about the EU ever becoming a real power?</u>	-S1
4. <u>It does not take a genius to figure any of this out.</u>	-S1
5. <u>But publicly confirmed knowledge of these issues is only half the story</u>	S1*
6. - having this knowledge in the public domain has consequences.	P1
7. <u>On the one hand, it makes the position of those who go against the grain much harder, including in their own societies or cultures.</u>	S1
8. <u>How is exposing leading Arab politicians for taking a rather grim view on the Iranian nuclear programme going to help to prevent a very dangerous escalation in the Middle East and beyond?</u>	S1
9. <u>Will North Korea now suddenly play nice knowing that its only supposed ally has had enough?</u>	S1
10. <u>Perhaps more importantly,</u>	S1...*
11. <u>and contrary to all WikiLeaks' assurances,</u>	-S1
12. <u>the release of confidential diplomatic cables puts at risk the lives of people who are the source of the information.</u>	...S1
13. <u>While it is difficult to see how Chris Patten might come to serious harm at the hands of a staunch Europhile,</u>	-S1*
14. <u>sources in authoritarian regimes do not have this luxury.</u>	S1
15. <u>Even if source names are erased from the cables before publication,</u>	-S1
16. <u>it will often be relatively easy to determine who could have passed on information.</u>	S1
17. <u>Accusations may target the 'right' or the 'wrong' person,</u>	-S1
18. <u>but regardless, people will suffer the consequences</u>	S1
19. <u>not because someone had the courage to speak to American diplomats,</u>	S1*
20. <u>but because someone else, operating in the comfort of democratic</u>	S1

<p><u>Iceland, Sweden or Switzerland,</u> 21. <u>all governed by clear rule-of-law and abiding by the highest standards of human rights,</u> 22. <u>sees it as befitting his personal agenda to put their lives at risk.</u></p>	<p>S1 S1</p>
<p>23. <u>It takes a very particular kind of courage to expose and address crime and corruption in authoritarian regimes</u> – <u>courage which is displayed by those who say things that are unpopular or controversial in their own circumstances in an effort to stand up to injustice and oppression.</u> <u>The latest self-serving stunt by Julian Assange has done nothing to honour such courage, but everything to make it shorter-lived and in shorter supply.</u> Tragically, the better world for which Assange allegedly crusades is now a good deal further off.</p>	<p>Conc. S1 S1 S1 P1</p>

<p><u>Notes:</u> (2)-(4) This is not a 'faulty path', as no other perspective is being brought in, and the author does not disagree. However, it is limited in extent: 'on one level, probably not'. The author then goes on to say that on another level it is something to care about and picks up this thread later, i.e. from (13) where some of the conceded arguments are repeated e.g. (3)-(4) 'Chris Patten is sceptical about the EU ever becoming a real power? It does not take a genius to figure (...) this out' vs. (13) 'While it is difficult to see how Chris Patten might come to serious harm at the hands of a staunch Europhile, sources in authoritarian regimes do not have this luxury'. (5) This statement is built on (2)-(4) which explains that the knowledge was there, but the difference is that it is now publicly confirmed. Saying that it is only 'half the story counters' the '-' in (2)-(4) and functions as S1. (10) The sentence continues in (12) and as there is a different label in (11), '...' has been used to indicate this. (13) There is no source attribution here: although it is possible that the ideas in (15) and (17) are ideas that have been used against the author's point, perhaps by the Wikileaks source itself, this is not actually stated: these are theoretical counterarguments which are being refuted and do not require to be labelled with square brackets. (19)-(23) The comments regarding Sweden and Switzerland being democratic and about Assange's personal agenda are not anecdotal but serve the S of the argument. There is a mini-argument here: exposing crime takes a certain type of courage/ this type of courage comes from people who speak up against their own circumstances/ Assange is not in those circumstances but in a safe place (and is therefore not courageous) and he has made it harder for people in those circumstances to speak up/therefore he has made circumstances worse. This supports the P1 that WikiLeaks are dangerous.</p>
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BB6: What would you do for £2billion a year?

<ul style="list-style-type: none"> • P1: HE has the potential/needs to take the opportunity to raise £14 billion through philanthropy • P2: to reach that potential universities and colleges need to start seeing and promoting themselves as charitable causes (specify how they are changing lives, unique vision) • P3: to reach that potential, they also need to focus on the donors: listen to them/maintain a long-term relationship <p><u>Overall argument:</u> Universities can raise billions by promoting themselves as charitable causes with unique visions and by forming long-term relationships with the donors.</p>
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<p>1. Where can Higher Education (HE) find an injection of £14billion over the next decade? <i>It's a pretty big question, and one that you would imagine interests government as much as it does Vice Chancellors and Finance Directors.</i> <i>The answer is simple, a little bit of a mouthful, and showing a resurgence not seen since Joseph Chamberlain and his friends founded the University of Birmingham</i> – philanthropy.</p>	<p>Intro O* O O P1</p>
<p>2. <u>Giving to UK universities and colleges is flourishing,</u> 3. <u>despite the recession,</u> 4. <u>and bucking the overall charitable trends in the UK and the USA.</u> 5. <u>HE attracts more £1million gifts than any other charitable sector.</u> 6. <u>Since 2006/7 the number of donors has increased by 54% to more than 200,000 in 2011;</u> 7. <u>and the value of gifts has increased by 35%, from £513m per annum to £693m in 2011.</u></p> <p>8. <i>That is good news,</i> 9. but the potential to attract further philanthropic support for the things that universities do best – transforming young people, saving lives, and tackling the world's most perplexing questions – is enormous. 10. <u>Just over 1% of our former students give to their universities,</u> 11. <u>while 50% of the UK population supports charities in some way.</u></p> <p>12. So what do universities and colleges need to do? 13. <u>Professor Shirley Pearce's recent report into the future of philanthropy to higher education makes a number of recommendations and dispels a number of widely held myths.</u> 14. <u>The key findings suggest</u> 15. a need for a significant shift in the mindset of many institutions 16. and a focus on listening to the people who give.</p> <p>17. <u>Most people don't recognise HE as a charitable cause.</u></p>	<p>S1 -S1 S1/-S1* S1 S1 S1 S1/O* P1 S1* S1/S2 O S2/S3* S2/S3 P2 P3 -S1/-S2 S2</p>

18. <u>This will only change if there is a concerted effort to explain how the sector benefits the UK and beyond.</u>	-S2
19. <u>This will take time.</u>	S2*
20. <u>Start now and be proud of what we do that changes lives.</u>	S2
21. <u>Each institution is unique, with its own history, and its own ambitions for the future.</u>	P2
22. Be brave and clear in the definition of a distinctive vision,	-S1/-S2
23. <u>while being realistic about the extent to which philanthropy can support it.</u>	-S2 S2
24. <u>Not every university is Harvard,</u>	
25. <u>but gifts can make a difference to every university.</u>	S1/S3
26. <u>Donors want to support people and ideas that affect positive change.</u>	-S1/S3
27. <u>Just because a university wants to do it, doesn't mean a donor will support it.</u>	P3 S1
28. Listen to what donors say and be prepared for a lifelong relationship.	S1
29. At its best, philanthropic support not only adds financial resources to an institution,	P1
30. but also brings the intellectual and emotional engagement of the donor.	
31. Universities must embrace this as an opportunity, and not run from it.	
32. <u>Donors like giving.</u>	Conc.
<u>They find it fulfilling and fun.</u>	S1/S3*
<u>They are not trying to avoid paying tax and they don't want to buy influence.</u>	S1/S3
<u>They want to help.</u>	S1/S3
Please ask them to help you.	P1
Is £2billion a year enough incentive?	S1

Notes:

(1) The first sentence has not been labelled 'P' as no point is being made yet, but as it is part of the Point that is being made with the last word in the introduction (i.e. it provides the question to the answer that is given there) it has been put in bold.

(4) This is both concession (*'the charitable trends are down'*) and support in favour (it is *'bucking'* this trend).

(8) O: *'that is good news'*: this is an evaluative comment about the statistics mentioned in the previous S1s (i.e. O), or it can be seen as a summary of the meaning of the statistics (i.e. S1)

(10)-(11) As this section is an explanation/support for there being an 'enormous' potential, it has to be seen as a step in the reasoning (S): '50% of people... supports charities' means that there is a potential to transform that low 10% of current donors into a higher amount -if universities are seen as charities.

(13) As this is connected in meaning to (15)-(16) it can be seen for support of those areas, even if this is not explicitly said here.

(20) There is a causal link with (19): it will take time, so we need to start now. It is also

linked to (21) and (22): the uniqueness and distinctive vision.

(32) The support in the conclusion may be related to the recommendations and myths from the previously mentioned report but this is not explicitly stated.

BB7: Weighing up the real value of the G8 summit

- [P1]: the value of summits such as the G8 can be doubted
- P1: Summits such as the G8 are valuable/small but worthwhile steps in international politics have been taken at the G8

Overall argument: summits such as the G8 are valuable because the coming together of the principal protagonists of world politics can realise small steps in tempering expectations, and in negotiation and compromise.

1. It is easy to be cynical over the value of summits such as the G8 meeting recently concluded in Northern Ireland. <u>After all, this year's meeting was preceded by the erection of fake shop fronts in Northern Ireland to disguise empty businesses, and when Birmingham played host in 1998 the city council sprayed the grass verges green.</u>	Intro [P1] -S1*
2. <u>There is also something paradoxical about demonstrators protesting at the cost of these meetings and by doing so pushing up the security bill still further.</u>	-S1
3. <u>Yet despite all the expense and fanfare,</u> 4. summits are an essential tool of global governance. 5. <u>In a world of nation states there is no substitute for the coming together of the principal protagonists of world politics.</u>	S1 P1 S1
6. <u>By their nature political leaders are extremely egotistical and believe that they can convince their opposite numbers of their points of view more convincingly than mere diplomats.</u>	S1*
7. <u>So the meeting of these egos is a useful way to temper those expectations.</u>	S1
8. <u>As host this time David Cameron briefed journalists beforehand that the collective arguments of the Western leaders would prevail upon Russia's President Putin to 'see sense' on Syria.</u>	S1*
9. <u>As it turns out, however, hearing first-hand the strength of Putin's concerns for the future of Syria resulted in all sides modifying their demands.</u>	S1
10. <u>While the West hoped for an international conference on Syria next month in Geneva without President Assad being present, what was agreed was a meeting in September with participation being left unresolved.</u>	S1
11. <u>In the meantime Russia agreed to work towards the removal of Assad but not necessarily his regime.</u>	-S1
12. <u>While both sides continue to arm rival factions in this civil war this may seem like the continuation of the impasse.</u>	S1
13. <u>Yet in reality it also represents an important narrowing of the ground between the main players who hold the keys to the resolution of this conflict.</u>	S1*
14. <u>The rebels and the West started off by demanding the end of Bashar al Assad and his regime, while Russia was unwilling to abandon its regional ally.</u>	S1*

<p>15. <u>By contrast, however, White House spokesman Ben Rhodes indicated: 'This process will have to lead to a new governing authority in Syria. This is not simply a negotiation about having a dialogue. This is a negotiation about a transition to a new government.'</u></p>	
<p>16. <u>By direct negotiation and compromise some progress on Syria has been made.</u> <u>The initial agenda on 'trade, tax and transparency' also made some modest advances,</u> <u>and there were also commitments in the communiqué to renounce the payment of ransoms to terrorists, and to support 'sustainable economic growth' – such that each participant has something to take home to their domestic constituencies.</u> <u>To the outsider it may all seem like the fake smiles of the shop fronts of Lough Erne,</u> but even progress in small steps is worth having in international politics.</p>	<p>Conc. S1 S1 S1 -S1* P1</p>

<p>Notes: (1) This is an argument in favour if [P1] but against P1. (6)-(7) are support for (5). (8)-(9) provide a worked out example to demonstrate this point. (10)-(11) exemplify the modifications mentioned in (9). (14) is underpinning (11) and (13), but (15) is more problematic: the compromise is not so clear in this statement and it may actually relate more to (16). (16) The conclusion refers back to the introduction by mentioning the Irish shop fronts.</p>
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BB8: Adult social care is fundamentally broken

- P1: adult social care is under-funded, low in status, poorly understood
- P2: we need to explore options about the future funding of care and support

Overall argument: We need to have honest debates about the future of adult social care as it is under-funded, low in status, and poorly understood.

<p>1. <i>In 2010, the former Prime Minister published a review of adult social care in which the Health Services Management Centre (HSMC) argued that the system was fundamentally broken:</i></p> <p><i>‘In the early twenty-first century, a number of commentators have essentially argued that the current adult social care system is fundamentally broken... This is not the fault of the people working in adult social care, nor of the people making social care policy (either now or under previous governments). It simply seems to be the case of a system designed with 1940s’ assumptions and principles in mind that are now no longer fit for purpose in the early twenty-first century’ (Glasby et al., 2010, p. 4).</i></p>	<p>Intro O O</p>
<p>2. A year on and very little has changed to alter our pessimistic assessment.</p> <p>3. <u>Indeed in recent weeks, this diagnosis has been reconfirmed by a number of inter-related developments, including:</u></p> <p>4. <u>▪ High profile financial problems in Southern Cross, the UK’s largest provider of care homes for older people and subsequent debates about the role of private equity in the care sector.</u></p> <p>5. <i>Against this backdrop, HSMC has published a national guide to good practice when supporting older people during residential care home closures, highlighting ways in which negative impacts can be minimised and, on some occasions, even improving outcomes (Glasby et al., 2011).</i></p> <p>6. <u>▪ Concerns from the Equality and Human Rights Commission about the neglect of older people receiving home care.</u></p> <p>7. <u>▪ Widespread budget reductions in local government and a judicial review to test the legality of some of the social care cuts.</u></p> <p>8. <u>▪ Related concerns in the NHS about the quality of care provided to older people expressed by the Care Quality Commission and the NHS Ombudsman, as well as shocking footage filmed by Panorama at Winterbourne View.</u></p> <p>9. <i>In July, we expect the outcome of the Dilnot Commission established by the Coalition Government to explore options for the future funding of care and support (www.dilnotcommission.dh.gov.uk).</i></p> <p>10. This is crucial</p> <p>11. <u>as HSMC’s research suggests that, if we do nothing, the real cost of adult social care will double in 20 years</u></p> <p>12. <u>(and this was before the massive cuts which councils currently face).</u></p>	<p>P1 (S1) S1 O S1 S1 S1 O P2 S2 S2*</p>

<p>13.</p> <p><u>Ultimately, what is at stake is a personal and philosophical debate about how much we value older and disabled people in our society, what sort of life we want together, how much we're all prepared to say – and whether we really mean it when we say it.</u></p> <p><u>For too long adult social care has been under-funded, low status and poorly understood</u></p> <p><u>– and the results of this collective neglect are here for all to see.</u></p> <p><u>While there will be no easy answers,</u></p> <p><u>the Dilnot Commission is a chance to have these difficult debates openly with each other</u></p> <p><u>– and we'll be letting older people, disabled people and ourselves down if we don't take this opportunity.</u></p>	<p>Conc. S2</p> <p>P1/S2*</p> <p>S1 -S2 S2</p> <p>S2</p>
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Notes:

(12) There is an implicit sub-argument here (P: the situation may even be worse than that, S: the current council cuts have not been included in the research)

(13) as P1 (about the situation now) has been supported in the text, it can now be used as support for P2, which is about the future.

BB9: Success at Edgbaston hits the wickets at Westminster: Why efforts to increase the number of women MPs seems [sic] to have been stumped.

- P1: the make-up of Parliament does not reflect the wider population in the UK, especially in England
 - P2: we need initiatives to make female representation in Parliament the norm
- Overall argument: something needs to be done about the continuing underrepresentation of women in the Westminster Parliament: it is what voters want and a fair representation makes sense.

1. <i>Edgbaston, best known for cricket, is politically interesting for two reasons – it was once the seat of the then Prime Minister, Neville Chamberlain, and this week, it is celebrating the fact it is the only UK constituency to have returned a female MP to Parliament for 60 consecutive years.</i>	Intro O
2. <u>The significance of this ‘achievement’ is underlined by the fact that 77% of seats at Westminster are occupied by men.</u>	S1
3. This means that the make-up of Parliament does not reflect the wider population, in a substantive or symbolic sense and thus questions are often asked about the representative capacity of our elected representatives.	P1
4. <u>Worryingly, this lack of parity reinforces perceptions that consider women in positions of power to be an ‘abnormal state of affairs’.</u>	S2
5. <u>In this sense, powerful women are assessed differently to men and often held to higher standards.</u>	S2*
6. <u>Indeed, one only has to reflect on the experiences of Estelle Morris, who left government for the last time in 2005, to see that women are not permitted to fail in the way that men are.</u>	S2
7. <u>A recent parliamentary report suggested that on an international level, the UK ranks 65 out of 190 for female representation and with reference to EU member states, its average of 33% places it 15th (average representation being 35%).</u>	S1
8. <u>Yet, a report by the ‘Centre for Women in Democracy’ this year suggests that the trend has been one of decline, particularly since 2010.</u>	S1*
9. <u>Women make up less than a quarter of each House and of the 31 MPs entitled to attend cabinet, 26 are men.</u>	S1*
10. <u>Of the parties, Labour boasts the greatest female representation at just over 30% while the Conservative and Liberal Democrats lag behind with 16 and 12.5% respectively.</u>	S1
11. <u>Despite all three party leaders articulating a verbal commitment to increasing female representation,</u>	-S2
12. <u>Labour is the only party to have introduced all-women short lists,</u>	S2
13. <u>though only in a proportion of constituencies (the NEC has agreed a goal of around 50%).</u>	-S2
14. <u>Disappointingly, men have won almost all open selection contests and</u>	S2

<u>as a result dominate the winnable seats to be fought in 2015.</u>	S1*
15. <u>With the exception of the Northern Ireland Assembly which has only 10% female representation,</u>	S1
16. <u>the picture is slightly better outside the Westminster village.</u>	S1
17. <u>In Scotland, 35% of MSPs are women,</u>	S1
18. <u>while in Wales, women account for 40% of the Welsh Assembly.</u>	
19. <u>Interestingly though, the evidence suggests that the voting public would prefer more female representatives.</u>	Conc. S2*
<u>An IPSOS Mori report commissioned by the Government Equalities Office in 2010 suggested that nearly two-thirds of respondents felt women should be better represented in Parliament.</u>	S2
<i>Of course the issue is not simple and multiple solutions are required</i> but a good start would be a set of serious, sustained and creative initiatives which seek to make female representation the norm: <u>intuitively, a sensible aspiration given that women constitute 51% of the UK population.</u>	O P2 S2

Notes:

(5) the comment about women being held to a higher standard is a consequence of a previous idea, and can be seen as a new point, for which evidence (the case of Estelle Morris) is being provided. However, the new point does not seem to fit in well with the overall ideas, and it therefore seems better to see it as S: it is a sublevel of support whereby the fact that women are held to higher standards because of an inequality is a good reason for initiatives to improve female representation - a point which is made later.

(8) 'Yet' suggests contrast, which would make (7) a positive comment. However, (7) is presented neutrally, without positive or negative evaluation up until that point, and the figures suggest that the situation is both positive and negative (less than average representation in the EU/ 15th out of all 28 member states being quite negative, 65 out of 190 countries internationally being somewhat better). On reflection (7) is S1, not - S1, with 'yet' expressing that there is a different report saying that the reasonably OK figures are part of a negative trend.

(9) The information in (9) and possibly (10) can be support of the declining trend mentioned in (8) but this is not really clear.

(15) This is an example of low female representation, and therefore functions as s1. The 'slightly better' comment in (16) also functions as S1 as it suggests that the overall situation in the UK is only slightly better.

(19) The overall conclusion, P2, is new, and so is some of the support.

BB10: Why doesn't work pay?

- P1: work does not pay
- P2: this is partly because of the recent recession
- P3: this is mainly because of long-term shifts since the 1970s
- [P4]: income top-ups to low-paid workers through the tax credit/benefit system are a solution
- P4: the only solution is to address the root causes of low pay

Overall argument: having a job does not preclude poverty any more, which is caused mainly by long-term changes. As government solutions have not eradicated this problem, these root causes need to be addressed to solve the problem.

1.	Intro
<u>The labour market has shown some signs of recovery in the last year with a fall in unemployment,</u>	-S1/O
but getting a job is no guarantee of avoiding poverty and for many people with jobs, work no longer seems to pay.	O/P1
<u>For the first time on record, more than half of those in poverty in the UK are living in a working family,</u>	S1/O
<u>according to a Joseph Rowntree Foundation (JRF) report.</u>	S1/O
<u>A University of Birmingham report has also highlighted the fact that, in 2012, the real value of workers' wages fell back to 2003 levels,</u>	S1/O
<u>following several years of pay freezes and economic restructuring.</u>	S1/O
<u>And research by the New Economics Foundation (NEF) found that, in the last three years, workers on low and middle incomes have experienced the biggest decline in their living standards since reliable records began in the mid-19th century.</u>	S1/O
<u>For the average worker, wages have fallen by £1,300 every year since 2010.</u>	S1/O
2. <u>So why doesn't work pay?</u>	O
3. <u>The problem in recent years has been a growth in 'underemployment'</u>	S2
4. <u>including people working on zero hours contracts</u>	S2
5. <u>(these increased by 50,000 between 2011 and 2012 while the average number of hours worked on such contracts fell).</u>	S2
6. <u>Wage freezes and cuts, at a time when living costs have risen, are also part of the picture.</u>	S2
7. But the more fundamental root of the problem lies not in the current recession	P2*
8. but in more significant long-term shifts since the 1970s.	P3
9. <u>These shifts include changes in the nature of the labour market,</u>	S3
10. <u>with a decline in skilled manual work</u>	S3
11. <u>and growing wage inequality between workers in unskilled jobs and those workers who can command an increased 'skills premium' in particular sectors.</u>	S3
12. <u>At the same time, the proportion of national wealth (GDP) going to wages has fallen</u>	S3
13. <u>(from 65 per cent in 1970 to 60 per cent in 2007)</u>	S3
14. <u>as more of the national wealth goes to shareholders rather than</u>	S3

workers.	
15. <u>Reforms in the 1980s also weakened the ability of trade unions to campaign against these trends</u>	S3
16. <u>and union membership is now half what it was in the 1970s.</u>	S3
17. <u>According to the Office for National Statistics, around 6.5 million employees in the UK were trade union members in 2012,</u>	S3
18. <u>well below the peak of more than 13 million in 1979.</u>	[P4]
19. The main response to low pay from successive governments since the 1980s has been to try to ‘make work pay’ by providing income top-ups to low-paid workers through the tax credit/benefit system.	S4
20. <u>Universal Credit is the latest attempt to do this but is beset by major technical, implementation and design problems.</u>	S4
21. <u>More importantly, it does nothing to tackle the root of the problem in the labour market</u>	S4
22. <u>and, indeed, merely serves to support employers who pay low wages.</u>	
23. Until we address the root causes of low pay, reforms such as Universal Credit will, at very best, merely ameliorate the problem and, at worst, serve to perpetuate it.	Conc. P4

Notes:

(8) The first part of this sentence identifies that there are roots in the recent recession; the second part identifies the main problem to be long-term shifts.

(21) The section starting here is S for the P that something still needs to be done about the root causes of the problem: it says what has been tried, with a specific example (Universal Credit) and says why this solution, and the idea behind it, (providing income top-ups to low-paid workers through the tax credit/benefit system) does not work: the example partly because of specific problems but the general idea because ‘it merely serves to support employers who pay low wages’.

BB11: A new discovery in the fight against cholera

- P1: Microbiological waterborne disease is a global and critical public health issue
- P2: There should be rapid engineering-based indicators of safe drinking water
- P3: Measuring drinking water fluorescence is such an innovation that could have benefits for disaster relief

Overall argument: Microbiological waterborne diseases, such as cholera, are a global and serious public health issue; improving the efficiency of contaminant detection methods in drinking water would help. Research is therefore underway to look at measuring drinking water fluorescence: this is a practical and user-friendly method which allows for rapid identification of faecal contamination.

<p>1. <i>Few can have been unaffected by the disturbing scenes following the devastating earthquake in Haiti in January. More than one million displaced survivors are now housed in camps around the capital, Port-au-Prince, with squalid sanitation facilities and little access to clean drinking water. Poor sanitation is known to give rise to disease and so it is unsurprising that, at the time of writing, there are more than 2,600 known cases of cholera in Haiti, with more than 250 people having lost their lives. Cholera causes diarrhoea, vomiting and subsequent severe dehydration and will kill in the absence of rehydration and antibiotics. Health officials say the number of new cases is now falling, but the question remains as to whether more could have been done to avert this new crisis.</i></p>	<p>Intro O O</p>
<p>2. Microbiological waterborne disease remains a significant concern for the global water community.</p> <p>3. <u>Pathogens from human and animal wastes in drinking water sources (such as streams and wells) cause ill health, hindering sustainable settlement.</u></p> <p>4. <u>Globally, 884 million people do not have access to safe drinking water supplies and 2.6 billion are without access to improved sanitation services.</u></p> <p>5. <u>The UN Millennium Development Goals aim to halve the number of people without access to safe drinking water and sanitation by 2015, as the global disease burden of water, sanitation and hygiene-related diseases is approximately 82 million disability-adjusted life years.</u></p> <p>6. This critical public health issue would benefit from innovation to improve the efficiency of contaminant detection methods in drinking water.</p> <p>7. <u>Obtaining standard counts of faecal coliforms takes in excess of 30 hours and needs skilled training and laboratory conditions for the preparation of samples.</u></p> <p>8. <u>Consequently, their use in community water management and disaster relief scenarios, such as refugee and displaced peoples camps, like those found in Haiti, is problematic and infrequent.</u></p> <p>9. <u>Situations like these demonstrate that rapid engineering-based</u></p>	<p>P1 S1 S1 S1 P2 S2 S2 S2</p>

<p><u>indicators of safe drinking water are relevant and necessary for alleviation of suffering and for the development of sustainable livelihoods.</u></p>	
<p>10. <i>Research-council funded work is underway at the University of Birmingham to address this public health issue by measuring drinking water fluorescence.</i> <u>All water fluoresces (although this is invisible to the human eye) and a large body of research has demonstrated that water fluorescence is particularly good at identifying faecal contamination.</u> <u>The rapid analysis time of fluorescence screening is something urgently needed in disaster relief.</u> <u>Results are available in less than one minute, significantly improving on existing coliform count technology.</u> <u>The innovative LED-based technique being employed uses cheap, off-the-shelf equipment that is portable and so can be used from the back of a 4x4 vehicle or temporary field laboratory.</u> <u>Furthermore, there is the ability to have both expert interpretation of results as well as simplified pictorial interpretation by non-experts in individual communities.</u> <u>Thus, the innovative approach to improving efficiency of analysis has the additional but important benefit of involving poor water users themselves in the application of the technology.</u></p>	<p>Conc. O/P3</p> <p>S3</p> <p>S3</p> <p>S3</p> <p>S3</p> <p>S3</p> <p>S3</p>

BB12: Impact of Events in Egypt on the EU: Can any lessons be learnt from the Arab Spring?

<ul style="list-style-type: none"> • P1: the EU's response to the dramatic events in Egypt has been weak and belated/ not that of a global player • P2: the EU's focus in Egypt should no longer be on democracy promotion but on economic development and state building on modern principles in certain areas <p><u>Overall argument:</u> the EU's focus in Egypt should shift: it can still play a limited role in terms of democracy promotion but needs to concentrate on economic development and on state building based on modern principles (e.g. women's rights, laws regarding NGOs, and police force reform).</p>

<p>1. <i>2011 was a truly historical turning point –it was a year which fundamentally changed the European Union's (EU) previous assumption about the Middle East and North African (MENA) region – that the fall of Arab autocrats was not imminent and that the dictators of the region would remain the partners to cooperate with in the near future.</i></p> <p><i>The Arab Spring events in Tunisia, Egypt, and beyond since December 2010 have successfully challenged the institutional order.</i></p> <p><i>Egypt is now embarking on a long and uncertain journey towards a more democratic future.</i></p> <p><i>But questions remain regarding the role of the EU towards nascent democracies.</i></p>	<p>Intro</p> <p>O</p> <p>O</p> <p>O</p> <p>O</p>
<p>2. <u>The EU's response to the dramatic events in Egypt has been rather weak and belated,</u></p> <p>3. showing that in a fast-moving environment the Union has difficulty reacting in the way required of a serious global player.</p> <p>4. <u>The first tangible action the EU took didn't come until the 21 March 2011 (Council Regulation (EU) No 270/2011)</u></p> <p>5. <u>when the Council decided to freeze the assets of Mubarak, his immediate family and close associates.</u></p> <p>6. <u>Initially, Egyptians were keen to take the transition process forward on their own, with as little external assistance as possible</u></p> <p>7. <u>(for instance, they refused EU offers to send an election observation mission).</u></p> <p>8. <u>However, reality struck and new demands have been made,</u></p> <p>9. <u>directed in particular at the EU and the IMF, along with the US and regional actors like Qatar and Saudi Arabia.</u></p> <p>10. <u>The indicative budget from the EU European Neighbourhood Policy (ENP) 2011–2013 for Egypt shows that the EU has agreed to devote a meagre €449 million for the most populous country in the Middle East (82,999,393).</u></p> <p>11. <i>Whether this assistance is rightly tailored is another question.</i></p> <p>12. <u>The Egyptian parliament's greatest challenge is that the newly empowered public expects results – not rhetoric.</u></p> <p>13. <u>Just as the Egyptian people themselves ousted a three decade dictator, they will themselves have to build a new country on the legacy</u></p>	<p>S1*</p> <p>P1</p> <p>S1*</p> <p>S1</p> <p>-S1</p> <p>-S1</p> <p>S1</p> <p>S1*</p> <p>S1</p> <p>O</p> <p>S2</p> <p>S2</p>

<p><u>Mubarak left behind.</u></p> <p>14. <u>The EU must recognise this shift and make a collective response to the demands of Egypt's newly elected leaders, who face great expectations from the Egyptian people living, as they are, through an ailing economy and delayed reforms.</u></p> <p>15. <u>The ballots in Egypt's parliamentary election reflect a vote of confidence for the parties/independents perceived as best able to deliver on the public's priorities: economic development, employment, stability.</u></p> <p>16. The EU will be well advised to focus its efforts on support for economic development and to shift from democracy promotion to state building.</p> <p>17. <u>Egyptians must feel the economic dividends of their revolution soon,</u></p> <p>18. <u>and they must develop trust in the state in order to avoid anarchy and chaos.</u></p>	<p>S2</p> <p>S2</p> <p>P2</p> <p>S2</p> <p>S2</p>
<p>19.</p> <p>Areas where the EU could fruitfully contribute include women's rights, laws regarding Non-Governmental Organisations (NGOs), and police force reform.</p> <p><u>These are areas which need a total overhaul</u></p> <p>and which must be rebuilt on modern principles, especially in terms of rule of law, respect for basic rights and freedoms.</p>	<p>Conc.</p> <p>P2</p> <p>S2</p> <p>P2</p>

Notes:

(2) The 'weak and belated response' is linguistically signalled ('showing that') to be a demonstration of the point that the EU does not always react like a global player should. The two strands, 'weak' and 'belated' receive support in their own right: the S1 in (4) supports the 'belated' strand; the S1 in (10) the 'weak' one.

(4) This section seems to be an aside ('O'), except that it addresses the specific point about speed. It is therefore linked to the first strand mentioned above, but as (6) demonstrates, there is a concession to it: there was no requirement for speed to start with. However, there then was a requirement (as expressed in (8)), which functions as support to demonstrate that the response was slow.

(9) The information about the US, Qatar, and Saudi Arabia does not seem to directly support the point, but the reference to the IMF in the same sentence suggests that this is still (sub) support: it also provides a link to the second strand, which is about the (financial) support being weak.

problem, of similar magnitude in fact to that of illicit drug misuse.	
<p>12. Government, I believe, has now become complicit in gambling expansion. <u>It wears a number of hats which don't match. It benefits financially from taxing commercial gambling operations and even operates gambling itself in the form of the National Lottery. At the same time it is responsible not only for regulating gambling but also for promoting public health and protecting citizens from danger.</u> The coalition Government should heed the warning signs and switch from New Labour's laissez-faire position on gambling expansion to one based upon the precautionary principle. The ground should at least be held against further expansion. The Department of Health should begin to play a lead role in the recognition of the public health aspects of gambling: <u>significantly it is the Department for Culture, Media and Sport which leads at the moment, having taken over from the Home Office a few years ago.</u></p>	<p>Conc. P2 S2</p> <p>P3</p> <p>P3 P3</p> <p>-S3/O*</p>

Notes:

(4) There are two main strands of support here for the later point that gambling is a public health issue: this idea of gambling being an addiction, and the later idea that there is an increase in problem gambling.

(12) Although 'significantly' does not express in which way it is significant, I have taken this sentence to mean an equivalent of 'despite the fact that it is telling that they have made the Department of Culture, Media and Sport responsible for gambling legislation, the government should deal with gambling's public health aspects'. It could therefore be seen, not exactly as an argument against the main idea, but as a concession that this idea is not easy to realise. Alternatively, it could be seen as a cynical note from the author regarding the likelihood of his appeal being heeded.

BB14: Crisis in Cairo

- P1: if Mubarak resigns, Egypt could suffer a political vacuum with instability and violence
- P2: the resignation may have effects on the power balance in the whole region
- P3: stability in Egypt is likely to come through military leadership

Overall argument: if the Egyptian president resigns, there is likely to be a political vacuum which will be filled by military leadership. It will also lead to instability and a different power balance in the Arab region.

<p>1. <i>Egyptian President Hosni Mubarak's announcement yesterday (1 February), that he will not seek re-election but will stay in power until the presidential elections in September to ensure a smooth transition period, is unlikely to satisfy the demand of the public for his immediate removal from power. The consensus on the street is that if a week of protest has led to Mubarak's halfway concession yesterday, then another week of protest will surely lead to his immediate resignation.</i></p> <p>However, such a scenario is likely to create a political vacuum which could plunge Egypt into a period of instability and violence. It may also have reverberations on the regional balance of power and Egypt's role as leader of the Arab world.</p>	<p>Intro O O P1 P2</p>
<p>2. <u>Beyond the calls for Mubarak to resign, very little unites Egypt's opposition parties, and so far they have struggled to produce leadership with clear aims for the day after.</u></p> <p>3. <u>The most celebrated opposition figure, former head of the International Atomic Energy Agency, Mohamed el Baradei, is an experienced diplomat but an untested politician without a coherent political agenda to unite the public around him.</u></p> <p>4. <u>Amro Musa, the Arab League General Secretary and former Foreign Minister, is another likely candidate, but he too lacks a popular support base.</u></p> <p>5. <u>As for the leaders of the Muslim Brotherhood – outlawed and persecuted under the Mubarak regime – they have so far refrained from joining the protests for fear of being castigated as drivers of the revolution.</u></p> <p>6. <u>But as the largest opposition block (they won 20% in the 2005 parliamentary elections), and with Mubarak's imminent departure, they are likely to raise their profile and feature in whatever negotiations take place about the future governance of Egypt.</u></p> <p>7. <u>In this political vacuum, and with events unfolding by the hour,</u></p> <p>8. it is becoming increasingly clear that the future of Egypt's stability lies with the military.</p> <p>9. <u>Unlike Egypt's reviled police, the military is widely respected and enjoys popular support and admiration amongst all walks of life in Egypt.</u></p> <p>10. <u>Conscription in Egypt is compulsory, making it a people's Army which</u></p>	<p>S1* S1 S1 S1 -S1 S3* P3 S3 S3 S3</p>

<p>is integrated into the social fabric of the country.</p> <p>11. <u>Whilst the generals have supported the Mubarak regime's close relationship with Washington, and the continuation of the cold peace with Israel, they have remained outside the political arena.</u></p> <p>12. <u>In addition, the military's decision not to resort to the use of force against the protesters has won it the respect of the people and further strengthened their role as kingmakers in the aftermath of Mubarak's resignation.</u></p>	S3
<p>13.</p> <p><u>Looking at the consequences for the region, as Washington turns a cold shoulder to Mubarak and following the recent revolution in Tunisia,</u> the fate of neighbouring Arab regimes could be similar. <u>King Abdullah of Jordan has yesterday dissolved his government,</u> <u>whilst the president of Yemen, Ali Abdullah Saleh, announced that he will not seek re-election after 32 years in power.</u> <u>Libya and Syria could also experience popular unrest,</u> <u>but their rulers are likely to respond forcefully to popular protests.</u></p>	<p>Conc. S2</p> <p>P2 S2 S2</p> <p>S2 S2</p>

Notes:

(2) The section starting here builds a case for P1, in that it supports there being a political vacuum in this scenario.

(7) This S3 is based on the case which was built in the previous paragraph of S1s.

BB15: Electricity Market Reform: All power to the Big Six!

- P1: the government should not give so much power to the big Six electricity companies/ it is unfair for the big Six to have so much power
- P2: independent companies are the only ones able and willing to move forward new technologies for balancing the grid

Overall argument: it is wrong for the government to give The Big Six so much power as it is not fair on the independent companies, which are the ones that can forward new technologies to balance the grid.

<p>1. <i>All power to the Big Six! That might as well be the slogan for the Government's Electricity Market Reform (EMR) that is currently going through Parliament.</i> <i>EMR has been billed as a measure to decarbonise the electricity economy whilst at the same time stopping the electricity system collapsing as old coal and nuclear power stations come off line.</i> Unfortunately the Government is selecting policy mechanisms that give a market advantage to the electricity majors. <u>Despite improvements to the Energy Bill being debated in Parliament the proposals could still make it virtually impossible for independent developers to set up renewable energy schemes.</u></p>	<p>Intro O O P1* -S1 S1</p>
<p>2. <u>The Government has spurned pressures to establish a simple system, used in Germany, of 'fixed' feed-in tariffs that would give an even playing field to independent and community based renewable projects as well as multinational corporations.</u></p> <p>3. <u>Critics argue that the proposed 'contracts for difference' (CfD) will allow the Big Six to use the complexity to make extra profits from renewable energy compared to a 'fixed' feed-in tariff system that would be fairer to independents.</u></p> <p>4. <u>A report published by Cambridge's University Professor David Newbery estimated that by 2020 the CfD system is likely to cost £70 million a year more for onshore windfarms alone compared to a 'fixed' feed-in tariff system.</u></p> <p>5. <u>The Government's proposals were kick-started on the basis of what is proving to be a mythology about an alleged power generation gap,</u></p> <p>6. <u>and the Big Six stand to be given large subsidies to build excessive quantities of gas fired power stations through a system being called 'capacity credits'.</u></p> <p>7. <u>Yet, just as it is independent companies who began the drive for renewable energy in the 1990s (and today with solar power installations),</u></p> <p>8. it will be independent companies who can best move forward new technologies for balancing the grid.</p> <p>9. <u>The future for balancing the grid lies in innovative use of energy efficiency and demand management systems using links between software embedded in electricity using appliances, the right sort of</u></p>	<p>S1 S1* S1* S1 S1 S2* P2 S2 S2</p>

<p><u>advanced IT meters, renewable energy generators, and green electricity suppliers.</u></p> <p>10. <u>For example, in the future electric cars using batteries will act as effective storage systems to balance variable production from renewable energy sources using variable electricity charging systems.</u></p>	
<p>11.</p> <p><u>However, do not look to the Big Six to bring such technologies to the mainstream.</u></p> <p><u>They want to make money out of conventional power stations.</u></p> <p><u>They are failing in their bid to have new nuclear power stations built because nuclear is simply uncompetitive when given the same incentive system as renewables, and coal is seen as too environmentally damaging.</u></p> <p><u>So they are happy to have a system that gives them a virtual monopoly of the renewables market and a system that helps them maximise returns from building gas fired power stations.</u></p> <p><i>But lots of independent companies and proponents of new technologies are out to challenge this situation.</i></p> <p><i>These issues will be discussed at the 'Feeding Renewables' Conference held at the University of Birmingham on Friday 18th January.</i></p>	<p>Conc.</p> <p>S2</p> <p>S2</p> <p>S2</p> <p>S2</p> <p>O</p> <p>O</p>

Notes:

(1) 'Unfortunately' is here not simply an evaluative comment, it is part of the P: without it being added to P in the sense of 'it is unfortunate/wrong' the support does not link well to the P.

(3) Although it says 'Critics argue', no square brackets have been added: this is not a main point, but part of the evidence presented as support.

(4) The author says in (2) that the fixed feed in tariff is simple and that it is fairer than the proposed CfD. The latter idea is explained in (3). In (4) it also says that the fixed feed in system is cheaper. All of this is evidence that the government is not making logical or fair decisions.

(7) This is S as it suggests an argument based on analogy.

BB16: In defence of 'death taxes'

- [P1] Inheritance tax should be abolished
- P1: Inheritance tax is not unfair/ is fair/ should stay
- [P2]: The threshold should be raised
- P2: The inheritance tax threshold should not be raised/the tax should not be cut but reformed

Overall argument: as the existing inheritance tax generates billions a year, is a form of income that is only taxed once, and does not really penalise many savers much, it should not be cut. Its threshold should not be raised but reform would be a good idea.

1. Benjamin Franklin famously said that 'in this world nothing can be said to be certain, except death and taxes' and the issue of how death and taxes should be linked in future policy has provoked plenty of lively pre-election discussion amongst politicians of all parties.	Intro O O
2. Labour may have backed away from imposing what the Conservative party described as a £20,000 'death tax'.	O
3. However, the term 'death tax' is now firmly established in the public mind and the issue of inheritance tax remains on the political agenda.	O
4. The term is highly emotive and effective as a political weapon but what is actually so wrong with the idea?	O
5. Of course, we already have a 'death tax' in the form of an inheritance tax which raised £3.5 billion in 2006/7, about 0.8 per cent of the total tax yield.	O
6. <u>While all taxes are unpopular</u>	S1*
7. <u>inheritance tax seems to be particularly condemned</u>	-S1
8. with about half the general public in 2000 saying they would like to see it abolished completely.	[P1]
9. <u>Such views are due largely to it being seen as a 'double tax' which penalises those who have saved in order to pass something on to their families.</u>	-S1*
10. <u>The 'double tax' argument is that people have saved money from their income which has already been taxed so why should they pay tax again on this money?</u>	-S1
11. <u>There are a number of counter arguments here, not least that dead people can't actually pay taxes!</u>	S1*
12. <u>It is their estate which pays or, in effect, their heirs.</u>	S1
13. <u>If inheritance tax was abolished, some lucky people would inherit huge sums without having to pay any tax at all.</u>	S1
14. <u>Why should such an unearned windfall be untaxed compared to income that someone has had to work hard for?</u>	(S1)
15. <u>The argument about penalising those who have saved to pass something to their family can also be countered in various ways.</u>	S1

16. <u>The current system of inheritance tax allows a single person to pass on £325,000 without incurring any tax at all.</u>	S1
17. <u>Married/civil partnered couples can pass on £650,000.</u>	S1
18. <u>Any 'penalty' is only occurred above this amount and 'only' at the rate of 40 per cent.</u>	S1
19. <u>Very few people who die leave estates that incur the tax – only around 5 per cent of estates paid it in 2004/5.</u>	
20. <u>So it is only the very wealthiest who are 'penalised' and yet they will still be able to leave very substantial sums to their heirs.</u>	
21. The Conservatives propose to raise the threshold to £1 million, effectively cutting taxes for the wealthy at a time of severe fiscal constraint when frontline public services will be cut. <u>The UK has a very high degree of wealth inequality and this proposal would increase levels of inequality still further.</u> Far from cutting inheritance tax, reform of the tax (including a change from an estate tax to a capital receipts tax with a range of thresholds) could make the tax easier to defend and help it to play an important role in creating a fairer society.	Conc. [P2] S2 S2 P2/P1

Notes:

(6)-(7) The S in (7) is preceded by a '-' because if argues against the author's view. The concession in (6) is therefore not preceded by '-'.
(9) There are two arguments here: (a) it is a double tax and (b) it penalises savers, but as subordination is used rather than coordination, this only becomes clear in (10) and especially in (14), which explicitly refers to another argument.
(11) Although the writer refers to a counterargument, in the analysis it does not take '-' as it is a view in favour of the writer's actual view.

BB17: Tunisia's 'Jasmine Revolution' and its aftermath: defining new expectations for the Arab world?

<ul style="list-style-type: none"> • P1: the Jasmine revolution will have consequences for Tunisia • P2: the Jasmine revolution will have consequences the Arab world • P3: the Jasmine revolution will have consequences for Euro-Mediterranean relations <p><u>Overall argument:</u> the Jasmine revolution will have consequences for Tunisia (political struggles), the Arab world (a possible spread of political dissent depending on national variables) and Euro-Mediterranean relations (more focus will need to be on alleviating poverty rather than security).</p>

<p>1. <i>Tunisia is well known for its dream-like Mediterranean beaches, but it has never hit the British headlines for its vibrant political activity – since independence in 1956, it has been traditionally easy to anticipate election results, as the country has only had two presidents in 54 years. That was until an unemployed grocer, Mohamed Bouazizi, immolated himself in the small town of Sidi-Bouazid on 17 December. This desperate act of protest sparked what would become the ‘Jasmine Revolution’, which saw the flight of a president who had been in office for 23 years, always re-elected with scores flirting with 100% of votes.</i></p>	<p>Intro O O</p>
<p>2. <i>Although it is an unprecedented event in the Arab world, this popular uprising itself is less interesting than what will blossom out of it in Tunisia, in the Arab world, and in Euro-Mediterranean relations.</i></p> <p>3. <u>The next few weeks will see a complex struggle between members of the old regime in search for a new lease of life, representatives of recently legalised parties and a civil society that would now like to reap the rewards of its sacrifices.</u></p> <p>4. <u>Whilst the army has so far demonstrated its intention to protect the population and to remain apolitical, the unusually strong trade union UGTT (General Union of Tunisian Workers) is likely to play a moderating role, perhaps even to act as arbiter between the various centrifugal forces that will inevitably hit the country.</u></p> <p>5. The Tunisian events have had a wide echo throughout the Arab world.</p> <p>6. <u>Self-immolation has become a major means of expressing political discontent, with many cases taking place from Cairo to Nouakchott.</u></p> <p>7. <u>Arab leaders have markedly abstained from commenting on the regime change in Tunisia, with the notable exception of Libyan leader, Muammar Gaddafi – who suggested Tunisians should adopt the Libyan political model of direct democracy (‘Jamahiriya’) whilst, paradoxically, regretting the demise of his friend Zine Abidine Ben Ali and recommending his return to power.</u></p> <p>8. <u>There are many variables which might prevent the spread of the movement throughout the Arab world: population sizes, underground</u></p>	<p>O/ P1/P2/P3 S1* S1 P2* S2 S2 S2</p>

<p><u>resources, cash flows, political traditions and the lack of surprise effect will all have an impact on possible aftershocks elsewhere in the Arab world.</u></p> <p>9. Regardless of the final outcome of the ‘Jasmine Revolution’, this grassroots movement which has been able to rout such an efficient police state poses a number of key questions for European countries, which used to be Ben Ali's staunchest supporters.</p>	<p>P3</p>
<p>10.</p> <p><u>Has the focus on security threats instigated by radical Islamic movements distracted policy-makers from other ways of approaching the complex societies of the Arab world?</u></p> <p><u>What are the best ways to ensure that Euro-Mediterranean initiatives are not limited to security questions but also genuinely help local populations out of poverty?</u></p> <p><u>Bearing in mind that the rationale for most undemocratic regimes is that they bring stability and relative prosperity in exchange for civil liberties, what happens when governments cannot deliver their side of the deal, especially as a result of the global economic crisis?</u></p> <p>In just one month, Tunisians have shaken decade-old assumptions and, clearly, adjustments will have to be made in the conceptualisation of Euro-Mediterranean relations.</p>	<p>Conc. S3*</p> <p>S3</p> <p>S3</p> <p>P3</p>

Notes:

- (2) Insofar as this section simply announces what will be covered in the essay, it can be labelled ‘O’. However, as the points being made in the piece refer to consequences in three areas, this sentence can be seen as a summary of all the points (P1, P2, P3).
- (3) Although P1, the idea that there will be consequences in Tunisia itself, is not explicitly mentioned here, that is what this section is about.
- (5) This section first looks at the past, and uses this to build up support about the likely consequences in the future.
- (10) -Rhetorical questions often function as O, but here they are S as they demonstrate which assumptions are being shaken.
- The last paragraph does not seem to function as a conclusion: the piece ends with the information about the third of the three parts identified in the essay.

BB18: Over-egging the chocolate this Easter: why you should always keep an eye on what you are eating

• P1: Eating more attentively could reduce overconsumption of food
Overall argument: it is easy to eat more than intended, but research has shown that eating more attentively could reduce overconsumption of food and there is a useful app to help with this.

<p>1. <i>Many people will be buying chocolate Easter eggs this week. For most, eating chocolate will be an enjoyable indulgence but for others, the presence of chocolate in the house will be an unwelcome temptation and consumption may be associated with feelings of guilt about diet breaking.</i> <i>Sticking to a diet can be difficult especially in the face of an abundance of moreish foods like chocolate. Monitoring food intake takes a lot of effort and being vigilant about one's diet can be easily derailed.</i> <i>We make many decisions every day about what foods to eat and how much to eat. These decisions are made easily and seemingly without much thought. Yet underlying these choices are sophisticated psychological processes that can be easily disrupted, especially if we are distracted by other demands.</i> <i>So it is perhaps no surprise that we sometimes eat more than intended.</i></p>	<p>Intro O O O O</p>
<p>2. <u>Research into the psychology of appetite suggests that</u> 3. paying attention to food while we eat and taking time to remember what we have eaten earlier in the day affects how much we choose to eat. We call this ‘attentive eating’. 4. <u>A paper we published recently in the American Journal of Clinical Nutrition took an overview of research on attentive eating and concluded that encouraging people to eat more attentively could aid appetite control.</u> 5. <u>We reviewed the results of 24 tightly controlled studies in which people were either attentive to the food they ate or were distracted.</u> 6. <u>When people were distracted away from their meals by watching TV or playing computer games they tended to eat more at that meal than people who were not distracted.</u> 7. <u>But there was a double whammy because distraction at a meal also resulted in more calories being consumed at later snacking sessions.</u> 8. <u>The evidence suggests that distracted eating reduces our ability to remember what we have eaten earlier in the day. Because food memories normally inhibit later appetite, distraction may increase intake later in the day by interfering with these memories.</u> 9. <u>On the other hand, eating attentively by thinking about the flavour and texture of food while eating reduces later snacking and recalling the most recent meal eaten decreased snack intake by about 10%.</u></p>	<p>S1 P1 S1 S1 S1 S1 S1</p>

<p>10. Strategies that encourage ‘attentive eating’ such as avoiding eating while doing other things and taking time to think about what was eaten at the last meal could be a more effective alternative to effortful calorie counting for people who want to avoid overconsumption.</p> <p><u>One approach we are developing is a mobile phone app that allows people to easily review what they have eaten by taking photos of their meals. The app also provides prompts to help people eat more attentively.</u></p> <p><u>Early feasibility testing suggests that people find the app easy to use and that it fits it into their eating routines.</u></p> <p><i>We are now taking this forward in a full weight control trial with colleagues at Liverpool and Oxford Universities.</i></p>	<p>P1</p> <p>S1*</p> <p>S1</p> <p>O</p>
<p>Making time for eating and avoiding eating on the go this Easter might make meals that bit more enjoyable and could help avoid overindulgence.</p>	<p>Conc. P1</p>

Notes:

(1) The introduction discusses a problem: that it is easy to overeat. This could be seen as a P, with S also provided (regarding abundance, monitoring, psychological processes), but as its main purpose appears to be setting the context for the main idea about the solution, this has been labelled as O.

(10) - The information about the app is labelled S1, and later O. It could all qualify as O, except that in the first section it clearly leads to support for the point: the P is that attentive eating strategies could help, and the support for that is that there is an app which uses these strategies and it is working.

BB19: A Wimbledon victory – was science the secret behind Murray's success?

<ul style="list-style-type: none"> • [P1]: seeing a sports psychologist is a sign of weakness • P1: Murray’s new coach’s sports science approach is part of the reason for his success • P2: his new coach’s motivational style/their relationship is part of the reason for his success • P3: his flexibility in his goals is another reason <p><u>Overall argument:</u> science was partly the reason for Andy Murray’s success, and this was due to his new coach’s scientific approach; other factors were his talent, determination, new coach’s motivational style and goal flexibility.</p>
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<p>1.</p> <p><i>Andy Murray’s Wimbledon victory earlier this week was, in many ways, unsurprising. He was long regarded among many tennis fans and experts as a highly talented tennis player.</i></p> <p><i>However, until last year, his talent and incredible determination had proved insufficient to secure a grand slam victory.</i></p>	<p>Intro O*</p> <p>O</p>
<p><i>The turning point in Murray’s career was the appointment of Ivan Lendl, a tennis legend in the 80s, as his coach in 2012. Under Lendl’s guidance, Murray won the 2012 US Open and the Gold Medal in the London 2012 Olympics.</i></p> <p><i>Working with Lendl, Murray’s training started to include sports science support in terms of rehabilitation, nutrition and psychological preparation, to a much greater extent. Before Lendl, Murray was dismissive of sport psychologists’ input on the grounds that they could not offer him any useful advice, having not experienced the same pressures he encounters on centre court. With Lendl’s encouragement, Murray began meeting a sport psychologist.</i></p>	<p>O</p> <p>O</p>
<p>2. Unfortunately, in sport there is still a widespread perception that seeing a sport psychologist is a sign of mental weakness.</p> <p>3. This is far from the truth;</p> <p>4. <u>sport psychologists help athletes optimise their performance by teaching them important mental skills (eg, positive self-talk), helping them with motivation or stress-related issues and discussing broader life issues that can impact on sport performance.</u></p> <p>5. <u>Murray has been very complimentary of Lendl and they have a mutual respect for one another.</u></p> <p>6. The coach-athlete relationship is paramount to sporting success.</p> <p>7. <u>Research carried out at the University of Birmingham has shown that coaches who are supportive of athletes’ efforts, offer constructive and honest advice, listen to their athletes’ opinions before they make a suggestion and use a non-pressurised and non-judgmental language are likely to support an athlete’s inner motivation for sporting success.</u></p> <p>8. <u>In interviews Murray has praised Lendl for changing his ‘mentality’ in</u></p>	<p>[P1]</p> <p>P1 S1</p> <p>S2</p> <p>P2 S2</p> <p>S2*</p>

<p><u>match situations. Members of the press have applauded Murray's resilience.</u></p> <p>9. <u>After all, coping successfully with national expectations for a British Wimbledon men's champion – following 77 years of disappointment – is not for the faint-hearted!</u></p>	S2
<p>10. <u>Mental toughness represents a collection of personal resources that allow individuals to regularly attain and sustain performances to the upper limits of their abilities, regardless of circumstances encountered.</u></p>	S2*
<p>11. <u>Mentally tough athletes do experience setbacks. However, they can bounce back from failure and remain positive, determined and confident.</u></p>	S2
<p>12. <u>Murray's performances, including at the recent Wimbledon final, showed ample signs of mental toughness and inner determination to persist and succeed.</u></p>	S2 S2
<p>13. <u>Our research has shown</u></p> <p>14. <u>that mental toughness is partly influenced by a coach's motivational style.</u></p> <p>15. <u>When coaches use non-pressuring language, show personal interest and invite athletes' input, their athletes are likely to report high levels of mental toughness.</u></p>	S2
<p>16. However, being mentally tough does not mean that athletes should be inflexible with their goal striving.</p>	P3*
<p>17. Sometimes, it is important to re-prioritise goals. <u>For example, Murray decided to drop out of the French Open this year after an injury, letting go of his goal of playing in four grand slam finals in a row.</u> <u>But this decision allowed him to recuperate in time for Wimbledon this month, and secure his place in history.</u></p>	Conc. P3 S3 S3

<p>Notes:</p> <p>(1) There is a sub argument in O: it was not surprising (point) because he was talented and determined (support).</p> <p>(8) Although this may seem to be an aside, with extra information about a 77 year wait for a men's champion, this period of time is used to demonstrate that there is much pressure and a strong mentality was therefore a requirement of winning, and therefore the coach's help with this has been instrumental. The label is therefore S, not O.</p> <p>(10) The 'mental toughness' argument is used to underpin the argument about the importance of the relationship with the coach.</p> <p>(16) makes the link between P2 and P3: S2 expressed support for mental strength being an important contributor; here it is said that that is not enough.</p>
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BB20: Quantum technology: iSensing the underworld

- P1: Scientific research/new applications of quantum mechanics can yield large and unexpected dividends

Overall argument: scientific research can have large and unexpected dividends, as demonstrated by the applications of quantum technology.

<p>1. <i>While understanding the rules of the abstract part of physics called ‘quantum mechanics’ occupied the 20th century, harnessing its power for applications will be a dominant theme of the 21st century.</i> <i>Making the earth beneath our feet transparent is the latest example of utilising the strange properties of the microscopic quantum world to provide such a ‘Quantum Technology’.</i></p>	<p>Intro O O</p>
<p>2. <u>The most down-to-earth application concerns the 4 million holes dug in UK roads every year.</u></p>	<p>S1</p>
<p>3. <u>Only around 30 per cent of the buried infrastructure is known beforehand, making the task much slower (due to the care needed) with consequent delays to traffic.</u></p>	<p>S1</p>
<p>4. <u>Quantum ‘gravimeters’ will revolutionise this business, especially with the moist soil conditions typical of the UK.</u></p>	<p>S1</p>
<p>5. <i>In general, a Quantum Technology makes use of the counter intuitive consequences of quantum mechanics – the principal theory explaining our world on a microscopic scale. One of these consequences is that a single object can be in several different places (or in several different ‘states’) at the same time. In the quantum world, a person could pass a tree simultaneously on the right and the left side, or be wearing business clothes and beach attire simultaneously.</i></p>	<p>O O</p>
<p>6. <i>For example, in our everyday experience the force we feel due to gravity appears to be the same anywhere on Earth. A precision quantum gravity sensor picks up variations, by letting single atoms explore different paths in the gravitational field of the Earth. From those differences one can infer what lies beneath the Earth’s surface.</i></p>	<p>O</p>
<p>7. <i>So far there are only two commercially viable quantum technologies: quantum cryptography and quantum sensors.</i></p>	<p>O</p>
<p>8. <i>Quantum cryptography systems are well established in the market, eg, for secure communications between banks, while quantum sensors are just becoming commercially available.</i></p>	<p>S1</p>
<p>9. <u>Gravity sensors will be the first in this new industrial revolution, with remarkably diverse applications.</u></p>	<p>S1</p>
<p>10. <u>The University of Birmingham led EU iSENSE and EPSRC GG-TOP projects are leading the way in providing the means to enhance oil and mineral exploration, find water resources, drive climate research and to map urban infrastructure and archaeology.</u></p>	<p>S1</p>
<p>11. <u>These collaborations encompass all the European work in this area, with</u></p>	<p>S1</p>

<p><u>pioneering involvement of engineers and archeologists (both of these last groups are at the University of Birmingham).</u></p> <p>12. <u>There are many more applications of the quantum gravity sensors.</u></p> <p>13. <u>Helping determine the spatial extent of aquifers that have run dry – by the change in gravity due to the water being pumped out, or the equivalent processes in oil and gas recovery (where unrecovered pockets of oil and gas can represent considerable residual value) are other big applications.</u></p> <p>14. <u>More academically, climate change science (snow cover of mountains and magnitude of ocean currents) and archeology ('seeing' without digging) will benefit greatly.</u></p>	<p>S1 S1</p> <p>S1</p>
<p>15. <u>This panorama of applications has been hailed by Neelie Kroes (Vice-President of the EU, with responsibility for the Digital Agenda) as the 'coolest thing' at the 2013 EU Information and Communication Technologies meeting this week in Vilnius.</u></p> <p>This area, which brings together the oldest part of physics, gravity, with one of the most recent, ultracold quantum atomic gases, shows the capacity of scientific research driven by curiosity to have large and unexpected dividends.</p>	<p>Conc. S1</p> <p>P1</p>

BB21: Why national politics is a mixed blessing in today's local elections

- P1: national politics in local elections is a mixed blessing (i.e. it is an opportunity to send the government a message but it risks neglecting local issues)
- P2: the results of these local elections are unpredictable

Overall argument: the elections will be interesting local elections with unpredictable results: there are many local variables and the electorate may use them to react against the government.

<p>1.</p> <p><i>Local elections will be held today in 34 councils, for 2,362 seats in 27 county councils and seven mainland unitaries. There are also two mayoral elections. Gains and losses will be measured in terms both of seats won and which parties have overall control of which councils.</i></p> <p><i>These elections are about choosing who is going to make decisions about the things that affect people's lives close to home – from how clean their streets are to whether they are eligible for social care.</i></p> <p><i>However, the national press tend to see local elections as a barometer for the national political weather.</i></p> <p><i>They focus more on the risks to the three main parties and their leaders than on the risks to public services in local areas.</i></p>	<p>Intro</p> <p>O</p> <p>O</p> <p>O</p> <p>O</p>
<p>2. Council elections are often an opportunity for those who do vote (turnout may only be about 30%) to express their dissatisfaction with central government, at this midterm point.</p>	<p>P1</p>
<p>3. <u>David Cameron needs to see off the threat from UKIP, who are fielding a candidate for every one of the 1,452 Conservative seats up for grabs.</u></p>	<p>S1*</p>
<p>4. <u>A big switch could have potentially dire consequences for Conservatives in Gloucestershire and Worcestershire.</u></p>	<p>S1</p>
<p>5. <u>Nick Clegg needs to show that his party is still trusted, at least at the local level, as he defends 481 seats, 333 in County Council and 148 in unitaries.</u></p>	<p>S1</p> <p>S1</p>
<p>6. <u>In 2009 the Liberal Democrats tended to come second to the Conservatives but generally did much better than Labour, which was still in power but increasingly unpopular.</u></p>	<p>S1*</p>
<p>7. <u>Labour is currently ahead of other parties in national opinion polls and has done well in by-elections so the question is – will that good performance be reflected in local election results? The answer appears to be 'it depends'.</u></p>	<p>S1</p>
<p>8. <u>We now have a very different economic and political landscape but Ed Miliband needs to show that Labour can make a big electoral impact under his leadership.</u></p>	<p>S1</p>
<p>9. <u>Labour has high hopes in Northumberland, Staffordshire, Nottinghamshire and Derbyshire.</u></p>	<p>S2</p>
<p>10. <u>The perceived threat to the Conservatives from UKIP may just be in the overheated imaginations of national commentators.</u></p>	<p>S2</p>

<p>11. <u>UKIP may reduce a Conservative majority in some areas, including Buckinghamshire and make it easier for Labour to take control in others, such as Lancashire.</u></p> <p>12. <u>It is important not to get too carried away.</u></p> <p>13. <u>Conservative losses were confidently predicted in 2012, before the last round of local elections but their vote held up surprisingly well.</u></p> <p>14. <u>It is also important to remember how diverse local politics is, with a growing number of Greens and the ever-present independents, who can tip the balance in many councils.</u></p>	<p>S2*</p> <p>S2</p> <p>S2</p>
<p>15.</p> <p>National attention for local elections is a mixed blessing.</p> <p><u>It can reinforce the message that this is an opportunity for the electorates to punish the Coalition Government, rather than focus on local issues.</u></p> <p><u>The level of turnout, the weather and contentious local issues can all lead to surprising results.</u></p> <p><u>In some areas the quality of candidates and their ability to engage and the effectiveness of independents in carving out some space for themselves will all have an impact.</u></p> <p>With so many variables there seems only one safe prediction: that these will be very interesting elections.</p>	<p>Conc.</p> <p>P1</p> <p>P1/S2*</p> <p>S2</p> <p>S2</p> <p>P2</p>

Notes:

(3) At first sight, this looks like an interesting aside ('O') but it serves as support in that it underpins (4), which demonstrates that the local voters have the power to send a message of dissatisfaction.

(7) Although Labour is not part of the coalition government, these comments can still be seen as support for the P1 above, as Labour's fate affects the coalition government.

(12) is a topic sentence that could be put before (10): it starts a section of support for a later point as it is saying that the predictions that are being made may be wrong.

(15) The mixed blessing, which refers to the local elections being both an opportunity and a distraction in relation to national issues, can be seen as partial support for the fact that they will be interesting.

BB22: Oral health as a marker for poverty

- P1: there have been improvements in oral health
- P2: There is a link between poverty and oral health (i.e. there is social inequality)
- P3: more research is needed to help reduce inequalities

Overall argument: despite ongoing improvements in oral health, there is a complex causal link between poverty and oral health which deserves further investigation.

1.	Intro
<u>Although latest evidence demonstrates that there have been further improvements in adult oral health since 1998, which have been hailed by government, the same evidence identifies a serious underlying issue of social inequalities, and particularly the link between poverty and oral health (Adult Dental Health Survey 2009. Theme 2: Disease and related disorders).</u>	S1* P1 S2 P2 S1/S2
2. <u>The markers of an improvement in oral health over the past forty years are the increasing number of people retaining their teeth into old age, the falling proportion of people who are experiencing dental decay and its sequelae of pain and discomfort, and the limited experience that younger adults have of dental fillings.</u>	S1
3. <u>Increasingly two divergent groups in the population are being seen – the older ‘heavy metal’ generation, adults over the age of 45 who have had recurrent dental treatment, and a younger generation with limited experience of dental decay, but for whom the quest for a ‘perfect smile’ and cosmetic dental procedures is increasingly the goal, spurred on by a variety of TV and media articles.</u>	S1*
4. <u>This trend of improving oral health has also been shown in children and it is encouraging to see that for older children with permanent teeth, dental decay has reached an all time low (Children’s dental health in the United Kingdom 2003).</u>	S1
5. <i>It is hoped that further research will be commissioned in the next year or so to confirm these trends will continue.</i>	O
6. <u>The advent of improvements in oral health is attributed to an increased awareness of its importance and a better understanding of the causal link between dietary sugars, plaque bacteria and dental caries, as well as improved oral hygiene practices and the widespread use of fluoridated toothpaste for the last thirty years.</u>	-S2*
7. However, inequalities persist	P2
8. <u>and the recent British Adult Dental Health Survey has shown that people from lower socio-economic households fare worse across a number of oral health indicators than their counterparts in higher socio-economic groups.</u>	S2 S2

<p>9. <u>They are more likely to have dental decay, fillings, poor gum health, pain and sepsis.</u></p> <p>10. <u>Additionally they are less likely to visit the dentist and brush their teeth effectively.</u></p> <p>11. <u>In fact, although the overall prevalence of decay has fallen,</u></p> <p>12. <u>amongst those adults who have it, the levels of decay are disappointingly similar to eleven years previously.</u></p> <p>13. <u>That said, socio-economic background cannot be regarded as an individual risk factor for oral disease, but as part of a complex causal process which links factors related to where an individual was born, grew-up, lives and works alongside national factors such as distribution of money, power, and resources.</u></p> <p>14. <u>A variety of theoretical models have been proposed to try and make sense of these inter-factorial relationships, but they are still not well-understood.</u></p>	<p>S2</p> <p>-S2</p> <p>S2*</p> <p>S3*</p> <p>S3</p>
<p>15. <u>Globally, the World Health Organisation (WHO) is working through the Commission on Social Determinants of Health to tackle health inequalities and at a recent conference in Brazil, the International Association for Dental Research (IADR) launched a Global Oral Health Inequality Research Agenda (GOHIRA).</u></p> <p>This recognises the need for further research into the social determinants of oral health and aims to support the WHO goals by effecting a measurable reduction in oral health inequalities in a generation.</p>	<p>Conc.</p> <p>S3</p> <p>S3</p> <p>P3</p>

Notes:

- (1) As the information provided in this paragraph is very specific, it has not been labelled as preamble ('O').
- (3) The fact that the groups that are being seen by dentists are the older generation or people who want cosmetic procedures, is support for the fact that the health situation is improving.
- (6) This has been labelled as -S2 as the writer has indicated with the use of 'However' in the next sentence that this is an idea that provides contrast with the point that is being expressed.
- (12) This functions as support as there is a suggestion that because of the inequalities it is the same people that are affected
- (13) The introduction of complexity is a step in the argument that the factors need to be better understood/need research.

5 Macro-argument patterns in the BBs

In this appendix, an overview is given of the main argument pattern of each BB.

For each BB, the title has been given. This title is then (re)written as a question between brackets. This question was determined by an examination of the title and the content of the piece. Doing this makes it possible to determine whether the writer's answer is yes (Y), no (N), yes or no but with provisos (Y+ or N+), or whether the writer takes a neutral position (Y/N). The reason why this was done is described in Chapter 5 (Introduction and Section I).

In the box under the title/question, the main points are listed: the views that the author holds (P) and other views that are explored ([P]). These were found using the methods described in Chapter 4. The writer opinion and the opinion types (as described above) are then given, followed by the overall argument made in the piece. The type of argument and the writer's field are then listed. There is more information in Chapters 3 (the field) and 5 (the argument type) about how this was done.

Underneath the box I have added any other relevant comments about the argument development in the pieces.

BB1: Was anything achieved in Cancún? (Was anything achieved in Cancún?)

Writer opinion: The agreement made in Cancún is the best we can have at this stage
- complex opinion: Y+

Overall argument: Despite the fact that the Cancun conference on climate change did not lead to comprehensive and immediate outcomes, the agreement has achieved something by making a good start.

Type of argument: Evaluation (Proposal)

Field: Geography, Earth and Environmental Sciences

This BB has been classed as an Evaluation argument as it asks whether an agreement is good enough and is therefore concerned with its value. There is also an element of Proposal, as an existing policy is being critiqued.

In the introduction, the writer asks if the agreement is good enough. The answer comes in the conclusion and is 'no', based on the support that it is only a start, that these processes take time, and that there are no agreed emission reduction targets yet. However, the writer is clearly positive about what has been achieved, and the answer to his general question posed in the essay title is 'yes'. In fact, despite most of the support pointing to the fact that there is much more to do, the writer is positive about the achievements as demonstrated by the wider context provided in the conclusion and the subclause status of the concession at the end.

BB2: Lobbying – a necessary part of politics (Is lobbying a necessary part of politics?)

Writer opinion: lobbying is a necessary part of politics

- simple opinion: Y

Overall argument: lobbying is necessary and harmless: all types of organisations do it (even NGOs) and government policy cannot easily or greatly be influenced.

Type of argument: Categorical Definition (Evaluation)

Field: History

This BB has been classed as an Categorical Definition, as there is an argument to reclassify how we think about lobbying. There is also an element of Evaluation as the BB is about the function and morality of lobbying.

As the writer is reacting against media reports on the power and danger of lobbying, he explores and reacts against the opinions of others. P1 and P2 are sometimes dealt with at the same time and sometimes separately, leading to the overall feeling that despite divisions being made, the author is generally just defending lobbying. This is also suggested by the essay title: the writer is arguing that lobbying is indeed necessary. The piece includes a relatively detailed historical narrative which serves as a worked out example of how lobbying works, mainly to demonstrate its harmless nature.

BB3: Sudanese independence (Will the Sudanese independence have positive consequences?)

Writer's opinion: the Sudanese independence will have negative consequences
- simple opinion: N
Overall argument: the division of Sudan will have negative consequences, based on previous events and predictions.
Type of overall argument: Causal
Field: African politics

This BB has been classed as a Causal argument as it is concerned with the effects of Sudanese independence.

This is the first causal argument in the corpus. These types of arguments pose a particular issue for the analysis: if the question asked by the writer is '*Will X cause Y?*', then the 'Yes' or 'No' answer forms the P, and all the evidence for saying yes, i.e. the reasons, are all S. If the question is '*What are the causes/consequences of X being Y?*' each reason or consequence would be a P, and the evidence for it would be S. The title suggests that the latter is the correct interpretation. In this BB, the title can be rewritten as '*Will X cause Y?*' (*Will the Sudanese independence bring peace/have positive consequences?*). There are two points made that both say 'No', one regarding Sudan and one about the wider context, with S provided for each one.

Although the author's main point is not expressed in the title, the one unifying idea in the text is that the atomisation of Sudan will bring negative political, economic and security consequences, not just for Sudan, but also potentially for the whole continent of Africa. The benefits of integration are mentioned in the text, but only supported by 'received wisdom' and not presented as a main idea, but a downgraded one in a concessionary subclause. There is a faulty path about peace, from which the return is not signalled with linguistic markers, but there are clear indications in the text of the opposite being true. P1 seems to be about Sudan, with strands about security and economy which seem to be dealt with at the same time. The strand about economic consequences of separation can only be identified because of the presence of support. The argument about Africa as a whole does provide support for the three areas mentioned (political, economic, security).

The paragraphs seem to have different topics but are also related. There are a few topic statements in the paragraphs ('Separation presents a risk of violence'), but not all paragraphs have those.

BB4: Is festive stress really so bad for our health? (Is festive stress really so bad for our health?)

Writer opinion: stress is not always bad for our health

- simple opinion: N

Overall argument: It has long been known that stress can be unhealthy (as profound physical reactions to acute stress increase cardiovascular risk) but now research has found that it is not always bad, as short term or no stress reactions carry health risks too.

Type of argument: Categorical Definition (Evaluation)

Field: Sports and Exercise Science

This BB has been classed as an Categorical Definition, as there is an argument to reclassify how we think about stress. There is also an element of Evaluation as the BB is about the value of stress.

The introduction looks at perceptions about the overall issue, provides an overview of the assumptions, the point and the evidence, including some specific medical details. The title suggests that an assessment will be made about a type of stress reaction (low), and it does indeed conclude that stress is not always bad, but the piece is more complex than that: it confirms at the same time the idea that stress can be bad. The first paragraph after the introduction gives more details about the study and its findings. There seems to be a faulty path being set up with the phrase 'it is widely accepted that' but the author agrees with this aspect, just not with the conclusion that the converse situation of what is being described is therefore also true. The next paragraph reads as an aside, but on closer inspection can be seen to function as support. The conclusion, in a similar way to the introduction, focuses on the one main point.

BB5: What makes WikiLeaks so dangerous?
Why?)

(Are WikiLeaks dangerous?)

Writer opinion: WikiLeaks are dangerous

- simple opinion: Y

Overall argument: WikiLeaks are a concern because they have endangered courageous people in authoritarian regimes, which also means that people are less likely to be courageous in the future.

Type of argument: Evaluation (Causal)

Field: International Security

This BB has been classed as an Evaluation argument, as the piece examines the morality of WikiLeaks. There is also a causal aspect, as this examination looks at the effects of WikiLeaks.

The title suggests that this causal argument requires a different analysis than BB3 as the title is of the pattern 'What are the causes of X being Y?'. The pattern revealed by the analysis is expected to be a list of reasons, each labelled P, and the evidence for each reason would be S. However, despite the title being a leading question which suggests that it is accepted that they are dangerous, and that the writer is going to examine why they are to the extent that they are, the piece appears to consist of evidence that leads to the conclusion that they are dangerous. This can be linked to the piece's main purpose, evaluation. It follows the analytical pattern for '*Will X cause Y?*' First, he shows that they have real consequences, then that they put some people's lives at risk, and then that they are making it harder for people to stand up to oppression. The latter point seems to answer the question in the title, but until then the piece was convincing the reader of the danger in the first place.

The writer uses a lot of contrast in the piece. Even when saying we do not need to care about this 'on one level', it is clear that the writer's perspective is that on another level we should. There is a large amount of concession in the piece but by using rebuttal and looking at consequences in particular circumstances, the writer provides support for his point that WikiLeaks should be taken seriously.

BB6: What would you do for £2billion a year? (Can universities raise large sums of money? How?)

Writer opinion: Universities can raise billions

- simple opinion: Y

Overall argument: Universities can raise billions by promoting themselves as charitable causes with unique visions and by forming long-term relationships with the donors.

Type of argument: Proposal (Categorical definition)

Field: Alumni Relations

This BB has been classed as a Proposal argument: the writer proposes a policy where universities brand themselves as charities, in order to solve the problem of finding financial resources. There is also an element of Categorical Definition, as there is an argument to reclassify the concept 'universities'.

BB6 has a clear main idea: that donors can provide money for higher education. The support offered for this consists of reasoning, a report that dispels myths and has recommendations, and statistics. The writer's attempt to be persuasive can be found in the style: he clearly identifies the reader as a member of HE, who is addressed personally and spurred on to take action with e.g. commands, rhetorical questions ('please', 'be brave', 'start now', 'is £2 billion enough incentive?'). The arguments 1 & 2, 2 & 3 and 1 & 3 are often conflated, with support doubling up for different points. This could be because there is one overriding idea (P1), and the other two points can be interpreted in function of that one even if they are clearly separate and have their own developed support. The opinion stated can therefore be considered to be simple, not complex. There are new elements of support in the concluding section.

BB7: Weighing up the real value of the G8 summit

Writer opinion: summits such as the G8 are valuable

- simple opinion: Y

Overall argument: summits such as the G8 are valuable because the coming together of the principal protagonists of world politics can realise small steps in tempering expectations, and in negotiation and compromise.

Type of argument: Evaluation

Field: International Studies

BB7 has been classed as an Evaluation argument: the writer enters into a dispute about the value of the G8 summit.

BB7 has an introduction, but there is no preamble ('O'). It builds its central argument by providing evidence in the form of examples. This idea is made clear from the start although counter-argumentation is spread across the introduction and the first paragraph. The conclusion sums up the main example and adds more examples before repeating the main idea. The piece can be seen as 'circular' as the conclusion refers back to the introduction.

BB8: Adult social care is fundamentally broken (What is the current state of adult social care? Is it broken?)

Writer opinion: we need to have open debates about the future funding of care and support

- complex opinion: Y+

Overall argument: We need to have honest debates about the future of adult social care as it is under-funded, low in status, and poorly understood

Type of argument: Evaluation

Field: Health Services

BB8 has been classed as an Evaluation argument: the writer enters into a dispute about the quality of adult social care.

BB8 presents a straightforward structure, with different ideas in different paragraphs. The text covers the past, the present and the future. The three points that are being supported together lead to one logical conclusion.

BB9: Success at Edgbaston hits the wickets at Westminster: Why efforts to increase the number of women MPs seems [sic] to have been stumped. ((Why) are women underrepresented as MPs?)

Writer opinion: not enough is being done to increase the number of female MPs in the UK

- simple opinion: Y

Overall argument: something needs to be done about the continuing underrepresentation of women in the Westminster Parliament: it is what voters want and a fair representation makes sense.

Type of argument: Proposal

Field: British Politics

Although the title suggests that BB9 contains a causal argument of the type 'What are the causes of X being Y?' it has been classed as a Proposal argument as an existing policy is being critiqued and solutions are proposed.

In order for the writer to be able to maintain the main point (P2), she explains that it would be a desirable solution to a problem (P1). The main idea (P2) is only explicitly stated at the end of the piece, but the support for it can already be found soon after the introduction. On several occasions, support for one point could constitute a new point in its own right (e.g. (5), (8)). This is the opposite situation to what often happens rhetorically (including in this text, but I do not indicate this type of sublevel) where a point becomes support for a new point. The support and points do not seem to appear in a traditional order (i.e. where P and S relate to the same argument and are treated in turn). It is not always clear whether the statistics that are mentioned support a point or make a concession. However, the main point, which is given at the end, is very clear.

BB10: Why doesn't work pay? (Does work pay? Why not?)

Writer opinion: the root causes of low pay need to be addressed

- complex opinion N+

Overall argument: Having a job does not preclude poverty any more, which is caused mainly by long-term changes. As government solutions have not eradicated this problem, these root causes need to be addressed to solve the problem.

Type of argument: Causal (Proposal)

Field: Social Policy

The main argument type in BB10 is Causal. The title suggest that the focus is on causes, not consequences, and is of the type '*What are the causes of X being Y?*'. Therefore, each cause will be labelled P, and the evidence provided for them is S. The secondary argument is Proposal as there is a problem/solution pattern to be found with a clear recommendation (P4). Interestingly, the title already suggests that work does not pay (P1), and this P1 is only mentioned in the introduction. This sets it apart, making it clear that the main ideas, the ones that answer the essay question are P2-P4.

There is a relatively straightforward structure in this piece: the writer argues that there is a problem, states two causes and identifies the main one, evaluates government solutions, and recommends that a more fundamental approach needs to be taken. The different sections are dealt with separately and mainly within the confines of each paragraph.

BB11: A new discovery in the fight against cholera (Can something be done in the fight against cholera?)

Writer opinion: Measuring drinking water fluorescence will help disaster relief

- simple opinion: Y

Overall argument: Microbiological waterborne diseases, such as cholera, are a global and serious public health issue; improving the efficiency of contaminant detection methods in drinking water would help. Research is therefore underway to look at measuring drinking water fluorescence: this is a practical and user-friendly method which allows for rapid identification of faecal contamination.

Type of argument: Evaluation

Field: Civil Engineering

At first sight, this text is mainly informative. This is probably because one of its purposes is to tell the reader about the research being done at the University of Birmingham regarding water fluorescence measurements. However, as it evaluates the benefits of measuring water fluorescence in the fight against cholera, BB19 has been classified as an Evaluation argument. Also, there are clear persuasive elements: the reader is being made aware of the topical and global importance of the issue, the need for solutions, and of the potential benefits offered by the method that is being investigated.

The structure of the piece is simple: after the introduction, there are three paragraphs that contain a point and some support for it. The third paragraph ends with a list of advantages of fluorescence screening. There is no summarising statement at the very end so the conclusion constitutes of the whole last paragraph.

BB12: Impact of Events in Egypt on the EU: Can any lessons be learnt from the Arab Spring? (Can the EU learn any lessons from its response to the Arab Spring in Egypt? Which ones?)

Writer opinion: lessons can be learnt from the Arab Spring regarding the role of the EU: it needs to shift its focus to the economy and state building

- complex opinion: Y+

Overall argument: the EU's focus in Egypt should shift: it can still play a limited role in terms of democracy promotion but needs to concentrate on economic development and on state building based on modern principles (e.g. women's rights, laws regarding NGOs, and police force reform).

Type of argument: Proposal

Field: International Studies

BB12 consists of a Proposal argument: it critiques a certain reaction to a political event and proposes there be a shift in focus in the future. It has quite a narrative style: historical facts are being relayed and interspersed with opinion. There are many statements made, but they do not seem to function as points, as might be thought initially, but as support for the main points, which can be found by looking for answers to the question in the title. The support given for the points is based on observation, expertise, and interpretation, e.g. 'Egyptians (...) must develop trust in the state in order to avoid anarchy and chaos', or 'these areas (...) need a total overhaul'.

BB13: Gambling: The debate we should be having (Does anything need to be done about the expansion of gambling? What should be done?)

Writer opinion: the government should take precautions against gambling/stop expanding it

- complex opinion: Y+

Overall argument: there needs to be a debate about curbing gambling because so far it has been allowed to expand without one: the government is complicit in the expansion but gambling qualifies as an addiction and the government is responsible for public health.

Type of argument: Proposal (Evaluation)

Field: Psychology

Like BB10, BB13 can be argued to have only one main point, i.e. the solution to the identified problems. It leads up to this idea /recommendation (that the government should curb gambling) by providing evidence for what has happened in the past, what is currently happening, and why this is a problem. It has both chronological and problem/solution structures at its base. The past is dealt with in the introduction, the current problem in the middle part, and the recommendation in the conclusion. The government's role is both the starting and the ending point of the essay. There are three points being made in total, two of which are in the conclusion.

BB14: Crisis in Cairo (Will there be consequences for Egypt and the Arab region if Mubarak resigns? Which ones?)

Writer opinion: the resignation of Mubarak may lead to serious consequences

- simple opinion: Y

Overall argument: if the Egyptian president resigns, there is likely to be a political vacuum which will be filled by military leadership. It will also lead to instability and a different power balance in the Arab region.

Type of argument: Causal

Field: International Security

BB14 presents a Causal argument that focuses on consequences. The underlying question is 'What are the consequences of X?' and these consequences are the points that the writer has to justify.

The structure of BB14 is quite straightforward. The introduction includes a possible scenario and announces two likely consequences, without support for these being provided yet. The middle part supports the first of these areas, and provides support for a third point. The conclusion provides support for the second scenario. There is no summarising statement at the end.

Although an aspect of the first point (instability and violence in Egypt) receives no direct support, the crisis in Cairo is a given (see title), the introduction mentions protests, and the middle part refers to 'events unfolding by the hour'.

BB15: Electricity Market Reform: All power to the Big Six! (Should the Big Six energy companies have so much power?)

Writer opinion: the government should not give so much power to the big Six

- simple opinion: N

Overall argument: it is wrong for the government to give The Big Six so much power as it is not fair on the independent companies, which are the ones that can forward new technologies to balance the grid.

Type of argument: Proposal (Evaluation)

Field: Political Science (Energy Policy)

BB15 is non-confrontational: it uses the word 'unfortunately' to describe the government decisions and does not explicitly say that it is unfair for the Big Six to have so much power (P1), but the evidence provided does support this point. P1 and P2 are complementary as they are sides of the same coin. Also, P2 can be seen to be support for P1. However, they have been listed separately in the analysis as the evidence for these points is also divided up in the piece.

The start of the essay focuses on the power being with the Big Six and the ending refers to discussion at a conference about the challenge that is likely to be made against this. The piece mainly consists of support sections, which shows that the writer is firmly on a particular side.

The main type of argument in BB15 is Proposal, as it critiques an existing policy and suggests a better option. There is also an element of evaluation, the piece examines which energy companies better serve the country's needs.

BB16: In defence of 'death taxes' (Is inheritance tax fair?)

Writer opinion: inheritance tax should not be cut but should be reformed

- complex opinion: Y+

Overall argument: as the existing inheritance tax generates billions a year, is a form of income that is only taxed once, and does not really penalise many savers much, it should not be cut. Its threshold should not be raised but reform would be a good idea.

Type of argument: Evaluation (Proposal)

Field: Social Policy

This BB has been classed as an Evaluation argument as it is concerned with the value of a type of tax. There is also an element of Proposal, as a suggested policy is being critiqued.

BB 16 has two paragraphs of introduction, which explore the topic and set it in its context. The middle section consists of support which is in turn underpinned with support. The concluding paragraph adds a second idea that is being proposed, and argues against it. There are different parts where the opinion of others (the general public and the Conservative party) are being explored.

BB17: Tunisia's 'Jasmine Revolution' and its aftermath: defining new expectations for the Arab world? (Are there and will there be consequences of the Jasmine Revolution? What are they?)

Writer opinion: the Jasmine revolution will have consequences for Tunisia, the Arab world and Euro-Mediterranean relations

- simple opinion: Y

Overall argument: the Jasmine revolution will have consequences for Tunisia (political struggles), the Arab world (a possible spread of political dissent depending on national variables) and Euro-Mediterranean relations (more focus will need to be on alleviating poverty rather than security).

Type of argument: Causal

Field: Colonial and postcolonial Studies

BB17 presents a Causal argument that focuses on consequences. The underlying question is 'What are the consequences of X?' and these consequences are the points that the writer has to justify.

This BB has a straightforward structure: there is an introduction that puts a topical issue into its historical context, there are three clearly identified parts but there is no overall conclusion. Each part consists of the discussion of likely consequences of the Tunisian revolution in a particular area.

BB18: Over-egging the chocolate this Easter: why you should always keep an eye on what you are eating (Can the overconsumption of food be reduced? How?)

Writer opinion: eating more attentively could reduce overconsumption of food

- simple opinion: Y

Overall argument: it is easy to eat more than intended, but research has shown that eating more attentively could reduce overconsumption of food and there is a useful app to help with this.

Type of argument: Proposal

Field: Psychology

BB18 is a Proposal argument, looking at the problem of overeating and a possible solution.

The essay starts by contextualising the issue (Easter, eating chocolate). The writer discusses a problem in the introduction, a theoretical solution in the middle part, and a practical application in the last part. In the concluding sentence she repeats the main point and makes a link back to the topical context that was introduced at the start (Easter), which gives a circular structure to the piece.

BB19: A Wimbledon victory – was science the secret behind Murray's success? (Was science the reason behind Murray's victory Wimbledon? Were there other reasons?)

Writer opinion: science was partly the reason for Andy Murray's success

- simple opinion: Y

Overall argument: science was partly the reason for Andy Murray's success, and this was due to his new coach's scientific approach; other factors were his talent, determination, new coach's motivational style and goal flexibility.

Type of argument: Causal

Field: Sports and Exercise Sciences

BB19 presents a causal argument as it explores the reasons for a Wimbledon tennis victory. The question posed is of the format '*What are the causes of X being Y?*', so each reason is a point, and the evidence for the it is labelled as support.

Although the question in the title of BB19 is not directly answered and there are no linguistic indications (e.g. there are no adverbs such as 'partly', linkers such as 'as well as' or, phrases such as 'there are a three reasons'), a number of areas are discussed including motivation, goals, mental toughness and scientific approaches. There is some lack of clarity between the connections in the text. For example, because of the similarities of the findings, it is not clear whether the two sections about research refer to the same point (i.e. whether inner motivation equates to mental toughness). Also, Murray's ability to re-prioritise goals could be linked to his coach's influence or not (it happened after the coach's appointment but there is no stated link). The idea of mental toughness seems to be linked to both the coach's motivational style and the use of psychology/sports science based on the coach's advice, but any link between the two reasons are not made explicit, and perhaps it is not so much due to psychology as the terminology suggests. There is no discernible conclusion, but a link is made with the start of the essay and the title (the Wimbledon victory).

BB20: Quantum technology: iSensing the underworld (What is the practical value of quantum mechanics?)

Writer opinion: quantum mechanics research can have large and unexpected dividends

- simple opinion: Y

Overall argument: scientific research can have large and unexpected dividends, as demonstrated by the applications of quantum technology.

Type of argument: Evaluation

Field: Quantum Physics

The argumentational drive of BB20 is not immediately apparent: its main purpose seems to be to convey information. However, the concluding sentence shows that the text has demonstrated that curiosity-driven research can have large and unexpected dividends. In support of this, the text mentions that these dividends are due to quantum technology: quantum cryptography, which is already established, and quantum gravimeters, which are sensors that are becoming commercially viable, e.g. in their use to 'sense' what is underground before holes are dug. Moreover, different applications of gravity sensors promise a new 'industrial revolution': they can determine the extent of aquifers that have run dry, and have applications in the areas of climate change and archaeology, resources/climate change/mapping etc.

There is one main idea, which is made explicit at the end, and which is supported by examples and information throughout the text.

BB20 has been classed as an Evaluation argument because it discusses the value of scientific research, especially quantum technology.

BB21: Why national politics is a mixed blessing in today's local elections (Is the effect of national attention positive or negative for local elections?)

Writer opinion: national attention for local elections is a mixed blessing in today's local elections
- complex opinion: Y+
Overall argument: the elections will be interesting local elections with unpredictable results: there are many local variables and the electorate may use them to react against the government.
Type of argument: Evaluation
Field: Local Government Studies

BB21 has been classed as an Evaluation argument as it examines whether something is beneficial or not.

The piece starts with a relatively long introduction about the topic of local elections. The two strands of 'national opportunity' and 'local issues' which together form the mixed blessing, are not dealt with separately; instead the focus appears to be on analysis of the national political situation, which is not indicated by the title to be the main concern. The 'mixed blessing' is not really explained until the conclusion and can be deduced to mean an opportunity for the electorate as well as a distraction from local issues. The other point, discussed at the end of the piece, is that there are many factors, including the ones related to national politics that make the results of the local elections unpredictable.

The overall effect is of a piece of writing that is written from authority, as evidenced by the many facts that are included, but where the argument itself is not very easy to follow.

BB22: Oral health as a marker for poverty (Has oral health improved? Does it need further improvement?)

Writer opinion: there is a link between poverty and oral health

- complex opinion: Y+

Overall argument: despite improvements in oral health, there is a complex causal link between poverty and oral health which deserves further investigation.

Type of argument: Proposal

Field: Dentistry

BB22 consists of a Proposal argument in which the writer shows that there are social inequalities in oral health issues and proposes that research and action is needed to improve this.

Although there is an introduction, which sums up the main points and evidence, there is no preamble ('O'). The next paragraph starts with the good news. The problem is then stated in the second half of the piece, which points out the complexities and the need for research, the latter being a clear conclusion based on previous points.

6 Micro-argument analysis of each SE

This appendix contains:

- Overall argument, micro-argument analysis and notes for each SE.

SE1:

<ul style="list-style-type: none"> P1: the government should fund university education <p><u>Overall argument:</u> the government should fund HE, despite the cost, as this will help society.</p>

<p>1.</p> <p><i>In recently events there are many discussions about responsibilities of education in term of payment.</i></p> <p>I agree with this view which said that the government should pay for the university education of their people</p> <p><u>and give more opportunity for their people to develop them self.</u></p> <p><i>The reason for this idea will be discussed during the writing.</i></p>	<p>Intro</p> <p>O</p> <p>P1</p> <p>S1*</p> <p>O</p>
<p>2. <u>All developed countries are encouraging and providing education for their people.</u></p> <p>3. <u>It has numerous of benefits</u></p> <p>4. <u>such as people who ensured the government to pay for their education will graduate and contribute to development and growth of their community.</u></p> <p>5. <u>also this argument encourages an increase in scientific discussion in the community.</u></p> <p>6. <u>To support this idea, in Kuwait in9oversity education are free, as well as scholarships for outstanding students that makes the most of the citizens holder bachelor degree.</u></p> <p>7. <u>On the other hand, the drawback of paying for university education cost the state huge sums of money.</u></p>	<p>S1</p> <p>(S1)</p> <p>S1</p> <p>S1</p> <p>S1*</p> <p>-S1</p>
<p>8.</p> <p>In conclusion, the government should pay and encourage summing up their people for the university education</p> <p><u>which will support the community.</u></p>	<p>Conc.</p> <p>P1</p> <p>S1</p>

Notes:

(1) This could be seen as the continuation of the P, because of the choice of 'and', but rhetorically it is clear that it is actually a reason.

(6) This is presented as S ('to support this') but the example of Kuwait does not 'support' the P or the S immediately before: it is an example relating to a previously mentioned S, that developed countries support education. It does not in itself, without clarification, provide support for the idea that the government should sponsor education.

SE2:

- [P1] students should fund their own university education
- [P2]/P2: the government should fund university education

Overall argument: the government should fund HE as this will help society and some students cannot afford to pay.

1. <i>The University education plays significant role in the people's life because the University stage is very sensitive for everyone who seeks to complete his or her academic journey to be able to get a good job in the future.</i>	Intro O*
2. However, some people believe that the University education must be paid by the students.	[P1]
3. <u>there are several reasons of that</u>	(S1)
4. <u>for example when the students pay money for their study in University they might be fully responsible.</u>	S1
5. In contrast, many of people agree with the governments should pay for the University education of their people.	[P2]
6. <u>Because they cannot pay for the University education</u>	S2
7. <u>because of the unwell financial circumstances .</u>	S2*
8. So, the governments should pay for the University education of their people.	P2* S2
9. <u>It can be clearly seen that when the government pay for the University education of their people, that is as a kind of wellbeing .</u>	S2
10. <u>in addition, free study could provide a group of poor talents who support their society.</u>	S2
11. it can be concluded that, the governments should pay for the University education of their people. <u>I think there are a lot of persons need to help for free study in the University education.</u> <u>Also, the students will be improved and supported everything in their country.</u>	Conc. P2 S2 S2

Notes:

(1) There is a point and support within O, but these do not make up a main argument in the text.

(7) This would be an example of sublevelling: (7) supports (6), which supports (5).

(8) This could be a repeat of [P2] but there is no indication that the comment is still attributable to others. This combined with (9)-(10) and the confirmation that P2 is the writer's view in (11) suggests that square brackets should not be added.

SE3:

<ul style="list-style-type: none"> • [P1]/P1: the government should fund university education • [P2]: the government should not fund university education • P3: The money and educational development should be increased <p><u>Overall argument:</u> although there are arguments on both sides, the government should fund HE, as this will help poor students and society. Also, study grants to aid the development of education should be increased.</p>
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<p>1. <i>Recently, in many countries around the whole world, it has become an extremely controversial issue that all the governments should pay university fees.</i> <i>Consequently, the concept of helps student has to be taken into account, therefore, for the purposes of this essay, I shall confine the discussion to some arguments about this topic.</i></p>	<p>Intro O O O</p>
<p>2. It's easy to understand why some people believe that the government must be cover university fees 3. <u>it can be helps themselves</u> 4. <u>because some people can't afford it</u> 5. <u>and if they really are showing interest in getting a higher education they should be able not having to worry about the cost and give students the opportunity.</u> 6. <u>And also reflect to their behavior thereby can be reduce the crimes.</u> 7. The opponents of this proposal might argue that If the government can provide free education for students 8. <u>most of them would to enter the university, because there are also other skills asked for some jobs which you can't learn at the university ,</u> 9. <u>for example technical institutes and handiwork .</u> 10. <u>If we offer free education to everyone maybe we lost these jobs which is affects the employment</u> 11. <u>thus the governments should import of foreign labor to cover these jobs</u> 12. <u>also may be students do not focus on their studies.</u> 13. <u>This is exactly what happened in my country.</u></p>	<p>[P1]* S1 S1 S1 S1 [P2]* S2 S2 S2* S2 S2 S2*</p>
<p>14. <u>In conclusion, to sum up there are arguments for both.</u> However, I admit that the governments should help students but I support an increase in salaries and development the education.</p>	<p>Conc. (S1)/(S2) P1* P3</p>

Notes:

(2) 'It's easy to understand' and 'opponents might argue': the underlined words can be seen as an indication of the writer's opinion, but here the ideas are attributable to 'some people'.

(7) P2 is not stated directly, but the writer does say 'opponents might argue', which indicates that the opposite point is being considered.

(8) 'because' has been interpreted as 'but' for rhetorical reasons.

(13) Although there is no clarification provided, the comment 'what happened in my country' has here been interpreted as support for P2: the suggestion is that the example illustrates that the S in (10)-(12) is a true negative consequence of P2, with 'this' referring to students not working hard and some jobs having to be filled with foreign labour.

(14) For the text to remain meaningful, the last sentence has been interpreted as 'However, the governments need to help students so I support an increase in study grants to aid the development of education'. This appears to be a new idea so has been labelled with P3.

SE4:

- [P1]/P1: the government should fund HE

Overall argument: governments should fund higher education, mainly because it is key to the development of a country, but there are disadvantages too.

<p>1. <i>University education one of the main factors that develop any country.</i> Some governments pay for young people to study higher education and that's could effect on individual and society. <i>The impact of government scholarships can be positive or negative from different points of view.</i> <i>This essay will discuss the advantages and disadvantages of the government payment for the university education of their students.</i></p>	<p>Intro O O/[P1] O O</p>
<p>2. <u>The government scholarships can benefit community.</u> 3. <u>One of the advantages of the government payment for university students might be educate most of young people in the country and have high-qualified graduates.</u> 4. <u>Also, it prepares them to the workforce</u> 5. <u>and that's perhaps help the organizations to hire professional people in different aspects.</u> 6. <u>In fact every developed society needs educated people who have goals and plans to be successful and improve their country.</u> 7. <u>However, government paying of university study for young people could have negative points.</u> 8. <u>One of them might be that the young students are not encouraged to have high scores because they have garneted scholarships.</u> 9. <u>Also the percentage of unemployment might increase</u> 10. <u>because there will be huge numbers of university graduates competing for jobs.</u></p>	<p>S1* S1 S1 S1 S1 (-S1) -S1 -S1 -S1</p>
<p>11. <u>In conclusion, governments could help their young generation to study in universities and get better job opportunities.</u> <u>On the other hand, giving chances for all young people might bring some disadvantages</u> <u>such as not encouraged high school students and unemployment.</u> <u>In my opinion higher education one of the important keys to develop countries</u> and governments should give a great chances for young people to study in universities</p>	<p>Conc. S1 (-S1) -S1 S1* P1</p>

Notes:

(2) Although this is presented as a statement which is supported, it is not a main idea, but support for the main idea, which is not explicitly stated, except in the conclusion: the government should offer young people the chance to study (P1).

(11) The first S1 sounds like a point being made, possibly a summary of the writer's opinion, but is actually looking 'on the one hand' and gives an advantage; the last S1 also sounds like a point being made but actually refers back to the S1 in (6).

SE5:

<ul style="list-style-type: none"> • [P1] the government should fund HE • [P2] the government should not pay for HE • P3: the government should pay part of the tuition fees <p><u>Overall argument:</u> there are both advantages and disadvantages for the whole country and for individuals if the government pays for HE tuition, therefore the best solution is part funding.</p>

<p>1. <i>Education plays an important role in the society's life and technology.</i> Some people say that the governments are responsible of paying the tuition fees for their students. Other people urge that it isn't important and the governments should pay for other more important issues. <i>In the next paragraph we will discuss the two points of view.</i></p>	<p>Intro O [P1] [P2] O</p>
<p>2. <u>The first group have many reasons according their opinion.</u> 3. <u>Firstlly, if government support their people to complete their higher study then benefit will be gained to develop their countaries in different fields.</u> 4. <u>Secondly, to achieve aquality where some students can't pay for their university education due to cost of study.</u> 5. <u>In addition, the talanted students may prevent from higher education apportunity which lead to ahavey loss for their countries.</u></p>	<p>(S1) S1 S1 S1</p>
<p>6. <u>On the other hand, the second group also have their reasons.</u> 7. <u>One of these reasons is that, the students don't represent the whole society and this is not fair to pay for one and prevent another.</u> 8. <u>Another reason is that, there are many facilities for public like healthcare, transportation,sport and so on, where the budget should be spent.</u> 9. <u>Furetheremore, when the students pay the tuation fees this make them more seriouse and try their best to succeed as well as get good marks.</u></p>	<p>(S2) S2 S2 S2</p>
<p>10. <u>In conclusion, there are many advantages and disadvantages in case the cost of the study was paid by governments.</u> According to my opinion, the governments should make balance between the two sides by paing part of the tuition fees to incourge good seriouse students and to achieve aquality.</p>	<p>Conc. (S1)/(S2) P3* S2/S3 S1/S3</p>

Notes:

(10) - 'in case' as been interpreted as 'if'. The student's own opinion is revealed here: P3 is based on P1 and P2 both having advantages and disadvantages.
- 'should make a balance': the writer suggests a compromise solution (annotated as y/n in the overview table in the Discussion section).

SE6:

- P1: the government should not fund HE completely/ scholarships should only be provided for those who cannot afford it and really want it
- Overall argument: despite the importance of learning, it is fair that only deserving students who cannot afford HE should be provided with government scholarships.

1. <i>Surly education is essential and important to all people around the world.</i> <u>I do believe that everyone should have the opportunity to learn</u> <i>but, should the governments pay for all their people to go to the university free?</i> In my humble opinion I don't think they should.	Intro O -S1 O P1
2. <u>Let's see the benefits of free universities.</u> 3. <u>first of all there will be a lot more student which means a lot more people learning.</u> 4. <u>this can also be a downfall</u> 5. <i>but we will get to that later.</i> 6. <u>Also free universities means an opportunity for those low income students to learn.</u> 7. <u>In the other hand, free universities will be filled with both good and bad students</u> 8. <u>and it will also cost the governments a lot of money to make it possible.</u> 9. <u>and most governments will struggle to provide that kind of money.</u> 10. <u>Now let's see the benefits of paid universities.</u> 11. <u>Only willing to learn students will pay for university education.</u> 12. <u>not to mention that the students will value education more and will study harder.</u> 13. <u>Also everyone is provided with free schooling for 12 years</u> 14. <u>so we are pretty much paying back the government for those 12 years.</u> 15. <u>Paid universities also means higher quality of education than free universities.</u> 16. <u>The problem I found with paid universities is that some people are unable to afford that amount of money.</u> 17. So I suggest providing scholarship for these people so they can get a fair chance of learning.	(-S1)* -S1 S1 O -S1 S1 S1 S1 (S1)* S1 S1 S1 S1 S1 -S1 P1
18. <u>Finally, I would like to say that although learning is important,</u> but only people who wants it deserves it.	Conc. -S1 P1

Notes:

(2) The benefits of 'free universities' equate to the drawbacks of 'paid' universities. As the student argues against 'free universities' the support in favour of them is labelled with minus (-). 'Free universities' has been interpreted to equate to the government paying for all HE tuition.

(10) 'paid universities' has been interpreted as 'the government not paying all HE tuition'.

SE7:

<ul style="list-style-type: none"> • P1: the government should pay for some students' university education/the government should give scholarships to poorer students only • [P2]: the government should not pay for HE • P3: the government could even fund students to go to the best universities in the world <p><u>Overall argument:</u> The government should fund HE for poorer students and provide scholarships for the best students to go abroad because this will raise the level of the country.</p>
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<p>1. The government should pay for their student, but not for all, <u>if the students thinks that their government are going to pay for their fees they won't make a high effort on high school and they are not going to worry about the university, and the student should be aware if S/he didn't get straight A's.</u></p>	<p>Intro P1 [P2]* S2*</p>
<p>2. <u>On the other hand, there is that average student whose parents doesn't get a high salary like everyone else and can't get their son to the university.</u></p> <p>3. <u>and this how life works</u></p> <p>4. <u>and for that S/he Doesn't have to suffer,</u></p> <p>5. and governments should pay for their education.</p>	<p>S1* S1 S1 P1*</p>
<p>6. <u>From another angle if the governments didn't pay for the education the parents are going to,</u></p> <p>7. <u>and because of that the universities is going to have a sort of competitions between them and everyone have to market their university as the best way as it should and have to develop the university with a high education system and build a good facilities.</u></p>	<p>S2* S2</p>
<p>8. <u>For governments, the rise of a country or even a society is by their knowledge,</u></p> <p>9. <u>and if people went to universities they could "pay pack" to their country.</u></p> <p>10. <u>By building factories and companies, having scientist and workers, who can rise and take the country to a higher level,</u></p> <p>11. <u>so it is a very good investment.</u></p>	<p>S1 S1 S1 S1</p>
<p>12. For myself I believe that governments should pay for the university education, <u>because it' a way to step up,</u> and it won't be bad if they even gave scholarships and send student to the best university in the world .</p>	<p>P1 S1/S3 P1 P3</p>

Notes:

(2) See (8).

(3) This is all one argument: students should care if their results are not brilliant/should make an effort in high school, and they won't if they know they will be paid for by the government regardless - which is why the government should not fund HE automatically for all students.

(4) 'average student': the writer may mean; 'above average' student.

(7) 'their' here refers to above average students.

(8) 'from another angle' could denote that this is a view the writer does not agree with. As this is what the conclusion suggests, square brackets have been added to P2 in (2), even though there is no linguistic indication of this until (14).

(14) 'For myself' suggests that the writer was exploring some ideas of others before drawing a conclusion.

Notes:

(1) Based on 'while' and on what the writer says in her conclusion, the word 'not' should be added to this sentence, after which it supports P2.

(12) This suggests an argument in favour of setting up private universities, which is picked up in (16)

(16) P2: the writer probably means: 'it is not necessary for every government to pay for all university education', and that 'the government should create private universities as well'; P3: this can be seen to relate to (3)-(6) and is not directly linked to S.

SE9:

<ul style="list-style-type: none"> • P1: the government should pay for education/ as a minimum the fees for low income families should be paid <p><u>Overall argument:</u> The government should be responsible for paying for HE or at least pay for those who cannot afford it. There are no significant drawbacks to doing this (only two minor ones) and there are many advantages (more literacy, national competencies, civilisation).</p>

1.	Intro
<u>In our language we have a popular saying which it says "The knowledge is Illumination",</u>	O/S1
<u>So I believe that the knowledge or in another format the education is The basis of the renaissance, sophistication and progress of civilizations.</u>	S1
I strongly Agree that the government should pay all the expenses of each person whether if it's a Man or a woman for their education, Or -at least they should cover the educational fee for the low income family and their children- In case if the government has a low economy,	P1
2. <u>There's lots of benefits if the government was paying for their citizens education.</u>	(S1)
3. <u>First, The education will spread and increase Awareness, And illiteracy will decrease.</u>	S1
4. <u>Second, Raise the rate of national competencies.</u>	S1
5. <u>So the companies can hire the national competencies instead of hiring A foreigners.</u>	S1
6. <u>Finally, The progress of civilizations, as you can see how's the status in The poor country in Africa due to lower education.</u>	S1
7. <u>About the drawbacks I will summarize it in two points of view</u>	(-S1)
8. <u>-which I think there is no real drawbacks if the government paid the educational fee for their citizens-</u>	S1
9. <u>But it might increase the rate of unemployment if there's no arrangements and compatibility between the companies and the educational institutions.</u>	-S1
10. <u>Also there is a bad thing which is wasting the government money by lack of seriousness in your education.</u>	-S1
11.	Conc.
<u>So you have to believe that the education is the basis of renaissance,</u>	S1
<u>If your government is making the education easy for you by paying for it,</u>	O
<u>Just you have to be thankful to your god.</u>	

SE10:

<ul style="list-style-type: none"> • [P1]: the government should fund HE • [P2]: the government should not fund HE • P3: the government should only fund HE under certain circumstances <p><u>Overall argument:</u> there are many disadvantages if governments pay for education (financial and economic implications, lack of competitive spirit in students, less knowledge, other areas being neglected, lower standard of human resources in a world market), but if governments do not pay then only the rich can be educated. Therefore, the government should only pay in certain individual circumstances.</p>
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1. <i>In many countries the government pays for university education of their people, in these countries the government may pays all or part of education fees such as registration fees, teaching fees, transportation fees, books, cloths, ...etc.</i> <u>In spite of the problem of the cost of the university education and it's influence on the national economy.</u>	Intro O/[P1]* -S1*
2. <u>Many students in the countries which has free university education believe that they will complete their university education depending on their government funding, so they will loss the competitive between each other.</u>	-S1*
3. <u>In Iraq, for example, the government pays for university education of Iraqi students, therefore, many students does not care about their education level and developing their skills and this may cause defect in their scientific background.</u>	-S1
4. <u>In addition, the paid university education costs the government well worth, these money can be used in developing many other domains such as national health system, highways network, transportation system and provide a lot of opportunities for do-nothing people.</u>	-S1
5. <u>What is more, most countries need a high standard of human recourses in order to compete in the world market.</u>	-S1
6. <i>On the other hand, there are many governments does not pays for their people university education.</i>	[P2]
7. <u>In these countries, the students must work strongly to achieve the university education.</u>	S2
8. <u>In contrast, there are many poor families and they do not have the ability to pay the university education fees i.e. only the rich can complete the university education.</u>	-S2
9. In my point of view, the government should pay the university education under circumstances such as student level, funding ability, talent and successful condition.	Conc. P3*

Notes:

(1) At first sight, this could simply be 'O'. However, given that (6) is clearly exploring a particular situation, the P in (1) has also been labelled with square brackets: [P1].

(9) Although this is a new P, some of the areas given have been briefly touched upon before.

SE11:

- P1: governments should not pay for all tuition fees
 - P2: governments should give scholarships to excellent students only
- Overall argument: The government paying for all tuition fees would have many advantages but it is not realistic so scholarships should be awarded to excellent students only.

1. <i>Today, some countries' governments pay for the university tuition of their people, while others don't pay all.</i> <i>The focus on this essay is to discuss the positive and the negative aspects of all governments pay for the university education of their people</i> and lead to a conclusion that all governments shouldn't pay students all tuition fees.	Intro O O P1
2. <u>There are many good reasons that the governments support all university students.</u>	(-S1)
3. <u>All students can not only take good education, but also concentrate on their class because they don't need to care about money.</u>	-S1
4. <u>Perhaps the number of crimes might be decreasing because of them.</u>	-S1
5. <u>Moreover, the governments could built the amazing facilities for students to support promoting their studies.</u>	-S1
6. <u>Consequently, supporting the education would lead to their countries' development in the future.</u>	-S1
7. <u>On the other hand, we have to think the reality once.</u>	(S1)*
8. <u>If all governments support all students, not only the governments' budgets would be increasing.</u>	S1
9. <u>but also most of students wouldn't appreciate they can take the university education because of no their money.</u>	S1
10. <u>The students whom they think it is natural to study in universities don't always study very hard.</u>	S1
11. <u>Futhermore, the governments might not have a choice to raise their countries' taxes to give good education for students except some rich countries.</u>	S1
12. <u>If it is true, the countries, it mistakes the means for the end.</u>	S1
13. <u>In conclusion, the points mentioned above leads me to the opinion that the governments shouldn't pay all the university education.</u> In my opinion, the governments should pay all just excellent students as scholarships and support the universities' institutions partly.	Conc. (S1) P1 P2

Notes:

(7) This tells us that P1 is not realistic. As it is a general comment, which is followed by different reasons, I have added round brackets.

SE12:

<ul style="list-style-type: none"> • [P1]: the government should fund HE • [P2]: the government should not fund HE <p>Overall argument: There are reasons in favour and against funding HE</p>
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<p>1. <i>The society depends on improvement of education and also education can develop the well-being of societies. But it is really how much affect the society. In this essay I will discuss how education has effected the national government.</i></p>	<p>Intro O O O*</p>
<p>2. Some people believe that should pay for the university education. 3. <u>Beacuse the high edcaution groups could protect the national lifeblood what is the base of development of a country such us enery, economy and foodstuff.</u> 4. <u>People were educated by high education could plan a country more beautiful rather than environmental pollution.</u> 5. <u>In the same way, it can make people more law-abiding.</u> 6. <u>Then the social order will has improved and it reduce the crime rate.</u> 7. <u>A higher education could help others who does not received a good education.</u> 8. <u>And they will support some poor students to receive education.</u> 9. <u>The country's development will be improved by circle of the education.</u></p> <p>10. However, government should pay for the ununiversity education, 11. <u>which brings heavey burden to our government and society and so on.</u> 12. <u>As the higher education grous, more and more taxes will be needed to support it.</u> 13. <u>Some people main that more and more high education people could reduce the social foundation work.</u> 14. <u>The high education people leads more competitive, which your odds of lending one of these jobs are poor.</u> 15. <u>It the higher education were affected by bad benifit, which will lead to higher crime.</u> 16. <u>For example, they can use the spreading of viruses in the internet.</u></p>	<p>[P1] S1 S1 S1 S1 S1 S1 S1 S1 [P2]* S2 S2 S2 S2 S2 S2 S2</p>
<p>17. <i>To sum up, promoting edcation is a longstanding goal and key for social stability. In fact the education will ensure our prosperity and progress.</i></p>	<p>Conc. O O</p>

Notes:

(1) The last sentence of the introduction shows the writer's intention, which does not correspond to what the essay question asked the writers to do.

(10) This has been interpreted as: 'if the government paid ..., it would bring a heavy burden'. This time the writer is looking at disadvantages rather than advantages (as suggested by the content and the signal 'However'). The fact that the writer is exploring the possible opinion of others still is confirmed by the language in (13), 'some people'.

SE13:

<ul style="list-style-type: none"> • [P1]: the government should pay for university education • [P2]/P2: the government should not pay for university education <p><u>Overall argument:</u> Although there are both advantages and disadvantages to the government funding HE and also to not funding HE, there are many good reasons (e.g. budget, priorities, student motivation ...) why it is better that they do not.</p>
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<p>1.</p> <p><i>University education plays important role to development each country. It give people knowledge and skill. For example, Many of progressive country have a large number of student most of them have two or more certificate in different subject.</i></p>	<p>Intro</p> <p>O</p> <p>O</p> <p>O</p>
<p>Some people think that the government should pay for university education</p> <p><u>because some parents do not have money for their students while they have ability to study at university.</u></p> <p>Therefore, the government should pay for the university education. However, some people think that the government should not pay for the university education.</p> <p>I strongly agree with it</p> <p><u>for several reason.</u></p> <p><i>I will explain my point of view</i></p>	<p>[P1]</p> <p>S1</p> <p>[P1]</p> <p>[P2]</p> <p>P2</p> <p>(S2)</p> <p>O</p>
<p>2. <u>First of all, most countries do not have a good budget thus governments can not pay for education.</u></p> <p>3. <u>In addition they must pay for main other essential reason such as environment,health and traffic problem.</u></p> <p>4. <u>Therefor, they do not have a big responsibility for the pay university education.</u></p> <p>5. <u>on the other hand students have a responsibility and they are exhausted.</u></p> <p>6. <u>Secondly, students who pay for their education will get a good result.</u></p> <p>7. <u>They attempt hard to succeed the course.</u></p> <p>8. <u>Moreover most university have a scholarship for student who earn a distiction.</u></p> <p>9. <u>for example many student who came from in my country earned distinction have a scholarship at university in the united kingdom.</u></p> <p>10. <u>And when student pay for their course they are tried to find out part time job and they learned new experience because they do not have enough fund for their course.</u></p>	<p>S2</p> <p>S2</p> <p>S2</p> <p>S2*</p> <p>S2</p> <p>S2</p> <p>S2*</p> <p>S2</p> <p>S2</p> <p>S2</p>
<p>11.</p> <p><u>In summary, it is clear that both sides have advantage and dies advantage</u></p> <p>but it is better to government should not pay for university education, because mentioned above.</p>	<p>Conc.</p> <p>(S1)/(S2)</p> <p>P2</p> <p>(S2)</p>

Notes:

(5) I am not sure how to interpret 'and they are exhausted' in this context, but it may mean 'and they work hard'.

(8) This refers to scholarships, and has been given as a reason why the government should not pay, so has been labelled as such, but it could be argued to show the opposite.

SE14:

<ul style="list-style-type: none"> • P1: the government should pay for some HE/ some universities should be publicly funded • P2: the government should maintain private universities <p><u>Overall argument:</u> there are both benefits and drawbacks to the government paying for HE so the best solution is to fund public education and also maintain private universities.</p>
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<p>1. <i>There is a common argument during a lot of years that if the government should pay tuition and accommodation fees for their students.</i> Either two aspects have their own supporters and different countries have different ways to deal with it. In my opinion, this discussion can't get the result from either one aspect.</p>	<p>Intro O [P1]/[P2] P1/P2*</p>
<p>2. <u>On the one hand, there are two benefits</u> 3. that governments will pay for the university education. 4. <u>First of them is that poor students who or whose family can't afford to pay tuition fees can get the chance to go to university, this maybe change their whole life.</u> 5. <u>Secondly, the entire education level of the country will be increased, the academic environment and research level of science will improve following it.</u></p>	<p>(S1) P1 S1 S1</p>
<p>6. <u>However, there are also some problems will be induced if government done it.</u> 7. <u>The most important problem is that the fees will bring a huge burden to finance of governments</u> 8. <u>because most of tuition and accommodation fees are more than ten thousands pounds one year one person totally, this is a huge budget for government.</u> 9. <u>There is an another problem is caused by private university. As you know, most of private universities offer better accommodations and live conditions with more expensive fees, if this universities become a free one, all of students will compete for learning in there.</u></p>	<p>(-S1) -S1 -S1 -S1</p>
<p>10. In my conclusion, government should pay for the public university education <u>to give more chance to normal students</u> and remain the private university which need pay tuition and accommodation fees individually <u>to give more choose to rich students.</u> <u>This is a better way to balance both of education popularize level and finance.</u></p>	<p>Conc. P1 S1 P2 S2 S1/S2</p>

Notes:

(1) This can't get result from either' has been interpreted as referring to the idea that both systems (public and private funding) need to be maintained.

SE15:

<ul style="list-style-type: none"> • [P1]: the government should fund HE • [P2]: the government should not fund HE • P3: it is difficult to say which is better: the government funding HE or not. <p><u>Overall argument:</u> Both in socialist countries, where the government funds HE, and capitalist countries, where the focus is profit, there are advantages and disadvantages to the funding system, which is why it is difficult to make a choice between them.</p>
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1. <i>Education is one of the most important signs of the community highly developed, and the quality of education can measured by the people who graduated from institute and universities, then get what they wants a job or the background about them specialist help them to make better chooses in them life.</i>	Intro O
2. <i>There are a lot of issues to discussed about higher education like the quality-quantity, the cost responsibility student-government, the universities are they profitability or non, all these issues are depend on the funding of the higher education,</i>	O
3. <i>from my knowledge , the government funding depends on the economic system of the country is it follow the socialist or the capitalist,</i>	O
4. <u>in many socialist countries the funding of high education depends on the government</u>	[P1]*
5. <u>and there is no profit from the higher education institutes, then the quantity expand and the quality decrease with time,</u>	-S1
6. <u>and the government will make revolution change every some years like create some colleges or sending the staff to get higher degrees in respectable universities.</u>	S1*
7. In other hand the capitalist system countries depends on the profit and it may be towards the universities or the individuals,	[P2]*
8. <u>when a lot of students get university degrees, may be the result will droop quality, and huge benefits to the universities,</u>	-S2*
9. <u>and in secondhand a large pupils makes the cost of educations more economic for individuals,</u>	S2*
10. so it is difficult to say where is the best situation.	P3
11. <i>Everyone can get benefits from education countries, universities and individuals, because educated peoples made a better chooses in them life, get better jobs, builds privet work and companies, developed them communities, makes them countries more effective than other to get better place in the world.</i>	Conc. O*

Notes:

(4) the following section discusses drawbacks and benefits, of funding HE and not funding HE. As different situations and therefore underlying views are being explored, square brackets have been added to the Ps.

The Ps in (4) and (7) are not explicitly stated, but the labels have been added as the writer makes it clear what situation is being examined. The [P1] and [P2] have been deduced to be 'the government should fund HE' and the 'the government should not fund HE' respectively.

(6) Although it is not easy to interpret exactly what this sentence means, P3 seems to be based on the fact that neither situation([P1] or [P2]) is great, and as the pattern in the second paragraph is [P1], -S2, S2, the pattern in this paragraph is likely to be [P1], -S1, S1. This sentence would therefore refer to a benefit of the system, which is confirmed by the mention of 'creating some colleges', 'sending the staff to ...respectable universities'), or would at least represent a mitigation of the drawback.

(7)-(8) This has been interpreted to mean: the goal being profit may have a positive effect on the universities but a negative effect on individuals as the quality of education may decrease. As (8) mentions a possible negative effect on education, this is seen as a drawback of the capitalist system and is therefore labelled -S2.

(9) 'secondhand' has been interpreted as 'on the other hand'.

(11) This seems to suggest that individuals, universities and countries all benefit from students getting a university education, but it is not linked to an argument in favour of university funding.

SE16:

- P1: governments should spend a large amount of their budget on education in general
 - [P2]/P2: students should make a financial contribution to their HE
- Overall argument: as education is extremely important, the government should prioritise it in their budget, but students should also be asked to make a small contribution to their HE studies as they will then take those more seriously.

<p>1. <i>Generally every year most of the Governments spend lots of money on various fields.</i> <i>Some of these fields are education, medical services and investigations.</i> Education in my opinion is where the governments should give most of their money.</p>	<p>Intro O O P1</p>
<p>2. On the one hand governments should give the priority to education by giving lots of their annual budget. 3. <u>On the 21st century everyone must have access to knowledge.</u> 4. <u>Anybody at the age of five must have the opportunity to study their own language, learn the basic things such as reading and writing.</u> 5. <u>These are the two basic columns where education must be built.</u> 6. <u>Through those columns countries can be built up with Democracy and peace.</u></p> <p>7. On the other hand some people believe that when someone have to pay a small amount of money 8. <u>may respect more what the government gives for free.</u> 9. <u>But we must not forget that education is not for free because that money comes from taxies, which everyone has to pay for.</u> 10. <u>So by giving a small fee may become the trigger of respectfulness the education and pay more attention while having it for free.</u></p>	<p>P1 S1 S1 S1 S1 [P2]* S2 -S2 S2/P2*</p>
<p>11. <i>Both governments and citizens must also understand that knowledge never stops.</i> <i>At a young age you are taught how to read and write then at school you learn more interesting things like mathematics, history and geography.</i> <i>At the age of 19 you can get more specified knowledge through your university.</i> <i>Finally you may also have to get back to desks at an older age because knowledge is always in progress and if you want to be good at your work you must always be up to date.</i></p>	<p>Conc. O O O O</p>
<p><i>Let's see what the future hold us and how the education-knowledge will be affected from money.</i></p>	<p>O</p>

Notes:

(7) This has been interpreted as: Some people say that students should contribute to some extent to their educational fees/ because they will respect their education more. ([P])

(10) This has been interpreted to mean the following: '(although education is not really free anyway) students contributing to their education to some extent may make them respect their education and work harder'. It is not immediately clear whether this is also the student's view or an exploration of a possible view, nor can this be worked out from later comments, but as this seems to be a compromise view based on the previous S2 and -S2, and there is no further indication of other Ps made by the student, it is possible that it is the student's opinion and has been labelled as such.

SE18:

<ul style="list-style-type: none"> • [P1]: the government should fund HE • [P2]/P2: the government should not fund HE <p><u>Overall argument:</u> Despite the fact that everyone pays taxes and disadvantaged students deserve a chance, the government should not fund HE, mainly because this would cost too much and have a negative impact on employment.</p>

<p>1.</p> <p><i>Whether or not all governments should pay for the university education of their people has become an issue that attracts significant concerns from the general public.</i></p> <p><i>Different interpretations regarding it have been noticed.</i></p> <p>Some individuals hold a positive attitude, asserting that it is beneficial to students, while others maintain a contrary standpoint.</p> <p>As far as I am concerned, the latter viewpoint is convincing.</p>	<p>Intro</p> <p>O</p> <p>O</p> <p>[P1]</p> <p>S1</p> <p>[P2]</p> <p>P2</p>
<p>2. <u>Individuals who persist that governments should pay for the bill of university education have their sound reasons lies in the fact that governments hold the most of fiancé and resource.</u></p> <p>3. <u>AS well know, every citizen should pay taxes and governments shoulder the duties that use that money promoting people's education.</u></p> <p>4. <u>It is indomitability that students could get benefit from it, in especial, the student from the disadvantaged group could master their fate and earn a good future by learning in university.</u></p> <p>5. <u>Nevertheless, individuals, on the other side, suggest that all people going to the university is a bad idea.</u></p> <p>6. <u>They hold that society does not need so many undergraduates and without worker and farmer, even their education is not very well, cannot advance.</u></p> <p>7. <u>Market demand is limited, there is always a line on the over and normal.</u></p> <p>8. <u>To be more accurate, bearing all bill of university education for everyone should require a lot of money and resource.</u></p> <p>9. <u>It will increase the stress of budget and decrease the welfare of other aspect, likes medical environment and Economic development.</u></p>	<p>S1*</p> <p>S1</p> <p>S1</p> <p>[P2]/S2*</p> <p>S2</p> <p>S2</p> <p>S2</p> <p>S2</p>
<p>10.</p> <p><u>To conclude, the discussion cited above demonstrates that all governments should pay for the university education of their people may be of adverse impacts, involving tight money budget and the severe employment situation.</u></p> <p><u>It is safe to reaffirm my standpoint that I disagree all governments should pay for the university education of their people.</u></p>	<p>Conc.</p> <p>-S1</p> <p>P2</p>

Notes:

(2) 'fiancé' has been interpreted as 'finances'

(5) The underlying assumption appears to be that everybody going to university is a consequence of the government paying for them all: 'All people going to the university' does not constitute the P, which is about finance, but is S for that P.

(10) Round brackets have not been added here as the summary statement refers to actual reasons.

SE19:

- P1: the government should fund higher education/everybody capable has the right to HE
 - P2: only students in fields that are useful for the nation's future...
 - P3: ... and the brightest students should be sponsored to go to university
- Overall argument: higher education should be affordable for all students, which is why the government should fund it. However, this is expensive, so admission criteria should be set so that only bright students who choose useful fields go to university.

<p>1. <i>With the age of technologies and rises of job competition, people have realized the power of knowledge and having a university degree. This has obviously driven competition in the sense of gaining university education. So they have developed a tendency toward higher education to improve their carrier opportunities. However, having a university education necessitates meeting two basic demands; admission criteria and financial sufficiency. Recently, in many countries policy makers raise a query about who should pay for the university education.</i></p>	<p>Intro <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>
<p>2. Personally, I support the opinion that everybody has the right to gain a higher education, new knowledge and experience 3. <u>as a pillar of equity.</u> 4. <u>The university degree is for the brightest, committed and self-discipline student. By imposing high tuitions, This fact can be repealed, and education become only for those who could afford it.</u> 5. <u>Also offering a free university education for all requires massive expenses to both public and government and can be cumbersome for some nations due to financial limitations.</u> 6. In this case, policies should be set to subsidise the basic and necessary fields including medicine, engineering, education and education 7. <u>to maintain a balanced and sufficient human resources in these essential professions.</u> 8. This has to be provided for students of significant level of dedication, commitment and work ethic. 9. <u>As example, in Iraq, clear and transparent regulations are set for the university education. Most of universities are governmental and free for public; also there are firm admission requirements in terms of high school graduation average.</u> 10. <u>Also the Iraqi government run programs of scholarships for postgraduate studies in highly trusted universities abroad. The beneficiaries of scholarships have to be of the top ranked graduates and their fields serve the long term strategy of the nation.</u></p>	<p>P1 S1 S1 - S1/ S2 P2 S2 P3 S3* S2*</p>
<p>11. Finally, I believe that the university education should be free</p>	<p>Conc. P1</p>

but the admission criteria set to recognize the brightest students and serve the nation future requirements besides the personal desires.	P3 P2
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Notes:
(9)-(10) These examples are not being signalled as an argument in favour of setting admission requirements, but the conclusion seems to suggest that they are S, not O.

SE20:

<ul style="list-style-type: none"> • [P1]/P1: the government should pay for HE • [P2]: the government should not pay for HE <p><u>Overall argument:</u> the government should pay for HE as this will pay for itself in terms of improving society and will help the citizens reach self-fulfilment.</p>
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<p>1. <i>Education is the way to develop the society. It may be the way to teach people how to live, use their mind truly and make a good future for them and their children.</i></p>	Intro O O
<p>2. Many people think that university education must take up a significant proportion of the national budget</p> <p>3. <u>in order to give citizens the right to attain self-fulfillment.</u></p> <p>4. <u>In fact it could be said that the government payment for university education of their people will be back as a development because high level resources necessary for development, as well as, compete in world market.</u></p> <p>5. <u>Once you have educational citizens, it is not difficult to solve most of society problems.</u></p> <p>6. <u>What is more, there is always constant changing technology, which demands an educational workforce that is flexible, creative and receptive new idea in order to be a value to society.</u></p>	[P1] S1 S1 S1 S1
<p>7. On the other hand some people say that government pay for the university education of their people</p> <p>8. <u>is the waste of money</u></p> <p>9. <u>because some of the citizens complete their university study and not working due to prefer staying at home or the increase of graduated citizens who do not find a job.</u></p> <p>10. <u>Some other people work in a field that is far away from their study.</u></p> <p>11. <u>Besides educational citizens who preferred leave their home and migrate to another countries using higher education to have a good jobs there.</u></p> <p>12. <u>It may be true that in the counties which governments pay for the university education of their people, which will tend to decrease student competing in order to complete their high study in universities.</u></p> <p>13. <u>Those students fell that however, their score at final stage in secondary schools will be low they will enter the government university.</u></p> <p>14. <u>That is exactly what is happen in my country, Iraq.</u></p>	[P2] S2 S2 S2 S2 S2 S2 S2
<p>15. in my opinion, governmental pay for the university education is a county's essential duty to it's citizens, <u>as it make them get much satisfaction in their life.</u></p>	Conc. P1 S1

SE21:

- P1: the government should not offer free education
- P2: the government should provide partial funding for HE

Overall argument: the government should offer partial funding for HE by making subjects that are useful to them cheaper, but HE should not be free as this has a negative effect on quality and finances.

<p>1. <i>Students in many countries should pay for their higher education but not in others.</i> <i>So people often argue whether governments should pay for university education or not.</i> <i>This essay illustrates deferent aspects of this topic and gives advantages and disadvantages of each other.</i></p>	<p>Intro O O O</p>
<p>2. <u>There are many benefits people can get when governments pay for the university education.</u> 3. <u>People will prefer to get higher education rather than find a job,</u> 4. <u>also many students will get chance to finish their university study.</u> 5. <u>As sequence, number of people who will have higher education in societies will increase,</u> 6. <u>and they will finish their university study in the early ages.</u> 7. <u>In the other word, they will work for long time. So that all services such as health care, education, transportation and so on will develop and improve very fast,</u> 8. <u>and also the crime rate will decrease.</u> 9. <u>Germany one of governments how is getting benefit by paying for the university education.</u></p>	<p>(-S1)* -S1 -S1 -S1 -S1 -S1 -S1 -S1</p>
<p>10. <u>In contrast, free university education has some disadvantages.</u> 11. <u>Students will not study hard and they will spend long time in the universities.</u> 12. <u>And also their parents will not care about their children subjects weather are useful for them not.</u> 13. <u>Governments such as Libya spend too much money to support or pay for their higher education.</u> 14. <u>As result, too many people are studying in universities, in fact more than what the government needs.</u> 15. <u>And also the education quality is not as good as the governments expect.</u> 16. <u>Many people who are graduated cannot find suitable job because most jobs do not need higher education.</u> 17. <u>All of these it can be considered as free university education disadvantages.</u></p>	<p>(S1) S1 S1 S1 S1 S1 S1 (S1)</p>
<p>18. <u>In my view, governments will spend too much money by paying for their university education,</u></p>	<p>Conc. S1</p>

<p>but they will gain very poor education quality.</p> <p>I believe that governments should do researches to find which subjects are very useful and important for them and make them cheaper than other to push student to chose these subjects but do not give them free.</p>	<p>S1</p> <p>P2*</p> <p>P1</p>
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Notes:

(2) P1 is not explicitly stated here, but it is clear that the student is considering advantages and disadvantages of the government funding HE. As the conclusion shows the student's view to be against funding, the support here is -S1, not S1.

(18) Although there is no S2 here, there are previous sections that can be seen as a bridge to P2 (e.g. (7) and (12)).

SE22:

<ul style="list-style-type: none"> • [P1]: the government should fund HE • [P2] /P2: The government should not fund university education for all • P3: the government should only pay for outstanding students who cannot afford to pay <p><u>Overall argument:</u> There are arguments in favour of the government funding HE (equality for poorer people) and against (e.g. the expense, the lack of benefit for the country). Therefore the government should not fund university education for all, but should only pay for outstanding students who cannot afford to pay for themselves.</p>
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<p>1. <i>Education has been a part of developing any country for every time. Most country develops and reaches to the peak by education people. Although some people believe that governments should take responsibility for paying the university fees. Others disagree and say pay for the university education it is only the responsibility of students.</i></p>	<p>Intro O O [P1] [P2]</p>
<p>2. On the one hand, people who encourage the free education they say the government should be make education Available to everyone.</p> <p>3. <u>There are many families who cannot able to pay for the education of their children.</u></p> <p>4. <u>In any event, the tuition fees in university education are more than school level education.</u></p> <p>5. <u>Therefore, it is not necessary that everyone can pay this great money for education.</u></p> <p>6. <u>Also, it is unfair to reject a student's application that successful in your academic live just because she or he not has money to pay for the fees.</u></p> <p>7. On the other hand, people who against the free university education.</p> <p>8. <u>They say any students graduate to the university, it will be only benefit them not the all people live in country because they would work for themselves and it is only see how can improve your standard of living.</u></p> <p>9. <u>Therefore, this much money should be use to other facilities for public such as healthcare, sports, and so on.</u></p> <p>10. <u>Also, when students pay for your study should be take effort to cross your study</u></p> <p>11. <u>because when they not pass this money not return for them.</u></p> <p>12. In my opinion, the university education should not be free to all.</p> <p>13. And government should be balance between people have money for study and poor people they cannot afford to pay for their study.</p> <p>14. Furthermore, government must be looked to the students have good degrees and special talent by encourage him to continue</p>	<p>[P1] S1 S1 S1 S1 [P2] S2 S2 S2 S2 P2 P3* P3</p>

their university education without pay the fee.	
15. <u>In conclusion, both situations have some advantages and disadvantages</u> but I strongly believe that only outstanding students should be provided fee of university education to study and conduct research.	Conc. (S1)/(S2) P3

SE23:

- P1: the government should fund HE
- P2: governments and universities need to take additional steps to reduce any negative impact of funding HE

Overall argument: The government should fund HE, but as there are disadvantages to this they need to take additional steps.

1. <i>The debate about who should bear the costs of study at universities has increased significantly during recent years, and the number of votes that request to change the financial system at universities in many countries has increased too. This essay will look at advantages and disadvantages of this and discuss ways to mitigate against the potential negative effects.</i>	Intro O O O O
2. <u>With regards to the positive impacts,</u> 3. <u>more governmental expenditure on higher education will encourage more people to join universities and get more degrees which will support directly the different aspects of life in many countries.</u> 4. <u>In addition, this will raise the awareness among public and will create new job opportunities.</u> 5. <u>because the number of elites will be increased which means there will be a perfect investment for the human and natural resources.</u>	(S1)* S1 S1 S1
6. <u>Many positions in either the special or the public sectors required high level educated people in order to fulfil its requirements,</u> 7. <u>so free higher education will help to reduce the dependence on foreign experts</u> 8. <u>and these positions will be occupied by national specialists.</u> 9. <u>For example, my government has sent thousands of Iraqi students to the UK and to the other western counties to get M.Sc. and PhD in a range of fields as part of an ambitious program to rebuild Iraq.</u>	S1 S1 S1 S1
10. <u>On the other hand, concerns have been raised about paying the universities' fees by governments instead of the citizens themselves,</u> 11. <u>because it may affect the economic situation straightway.</u> 12. <u>In many western countries government funding to any sector like health or education means one way or another extra taxes will be paid by people many of them have not attended universities before.</u> 13. <u>Another point to add, the more governmental funding increase the more universities dependence decrease.</u> 14. <u>In other words, many famous and great universities will face new challenges.</u>	(-S1) -S1 -S1 -S1 -S1
15. In conclusion, there are benefits of making the education at universities free, but there are drawbacks too. However, if governments and universities take additional steps, the effect of negative impact can be reduced.	Conc. (S1)/(-S1) P2* S2

Notes:

(2) there is an implicit P1 here, and it is not clear what 'the positive impacts' refer to. The context, e.g. (7) and (10), suggests that this is 'the government funding HE'.

(15) It is not clear what the 'additional steps' refers to. We can deduce that the 'negative impact' refers to the negative impact of 'the government funding HE (see also comment (2)). The fact that 'additional' is mentioned as well as reducing the 'negative impact' means that P1 (the government should fund HE) is already understood here. It is likely that 'there are benefits ... but drawbacks' in the previous sentence is intended to mean 'Despite some drawbacks, the government should fund HE'. The 'additional steps' and 'negative impact' comments then become more sensible.

SE24:

<ul style="list-style-type: none"> • P1: governments should pay for HE • [P2]: governments should pay part of the fees or the students should pay them all <p><u>Overall argument:</u> Despite the fact that it is possible to earn more money without going to university, governments should pay for HE because there are some intelligent but poor students, and education benefits society.</p>

<p>1. <u>In the past most government paid for higher education of their people.</u> <u>However, in the last few years some count ries paid for their students but most of them don't pay.</u> <u>As a result, some of young people could not complete their studies especially poor pupils.</u> Therefore, I agree that all governments should pay for the university education of their people.</p>	<p>Intro O O/S1*</p> <p>S1</p> <p>P1</p>
<p>2. <u>First of all, it is important to remember that studies at the university (undergraduate or postgraduate) needs much money</u> 3. <u>therefore, many parents could not pay this fees.</u> 4. <u>Consequently, young people can't enter the university you like</u> 5. <u>and this may be affected their oppotunity in the future.</u> 6. <u>For instance, some of those students are extremely intelligent and talent and it is unfair such as those pupils lose their higher studies.</u> 7. <u>Furthermore, all government should encourage young people to go to university</u> 8. <u>for many reasons,</u> 9. <u>they can get benefit from them after graduated to build the scientific and technological basis to their counties.</u> 10. <u>Some of them become doctors, engineers, lawyers and others.</u> 11. Having said this, many people have different opinion. They say that the governments and students together should pay this fees or students alone for the university education. 12. <u>For example, if pupils paid half or all of this fees then they study more and more to success in their studies</u> 13. <u>and they appreciate the value of this money, may be come from parents or from part-time working.</u> 14. <u>On the other hand, governments must put plan for the number of students enter the universities and graduate from them to prepare enough jobs for them.</u> 15. <u>Also some people prefer to learn practical skills such as plumber, mechanic, farmer and tailor or work in trade exporting or importing for themselves so they can earn much money without studying in higher education.</u></p>	<p>S1</p> <p>S1</p> <p>S1</p> <p>S1</p> <p>S1</p> <p>S1*</p> <p>(S1)</p> <p>S1</p> <p>S1</p> <p>[P2]</p> <p>S2</p> <p>S2</p> <p>-S1*</p> <p>-S1</p>
<p>16. <u>To sum up, although some people encourage their young people to learn different type of skills to earn more money,</u> I strongly believe that all government should pay for the university</p>	<p>Conc. -S1</p> <p>P1</p>

education to obtain more benefit for society.	S1
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Notes:

(1) This is S1 because it leads to the S1 that follows.

(7) This appears to be a new P at first sight, but is actually part of the argument that governments should fund HE: although it is not stated explicitly, the underlying idea is that providing free education encourages people to go to university, which leads to benefits for them and their countries ((8)-(10)).

(14) 'On the other hand' is used here, and on reflection it appears to take the argument back to the P1: the S given suggests that the following subclause could be added to clarify the direction of the argument: 'if the government paid for all education'.

SE25:

<ul style="list-style-type: none"> • P1: the government should fund HE • P2: they should do this by administering grants according to certain conditions <p><u>Overall argument:</u> The government should pay for HE because it is fairer to poor students, it is a good use of money, it creates competition and it has a positive effect on people, but the money should not be wasted and specific conditions need to be put in place.</p>
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<p>1.</p> <p><i>These days, one of the biggest problems that people are facing is University fees.</i></p> <p><i>Modern life is expensive life, everything of life gets expensive and more expensive every day, and people must be able to pay costs of the strenuous life.</i></p> <p><i>That is the cost of living in general, which is including the fees of University education for their sons.</i></p> <p><i>This essay will discuss this problem</i></p> <p>and show why governments should pay for fees of University education.</p>	<p>Intro</p> <p>O</p> <p>O</p> <p>O</p> <p>O</p> <p>O/P1</p>
<p>2. <u>There are several important reasons, which must be taken into consideration,</u></p> <p>3. so that governments pay the costs of University education for students.</p> <p>4. <u>One of these reasons, the facilitation of path to higher education for the student from lower income families is vital to maintaining or even creating more balanced society,</u></p> <p>5. <u>and makes people feel equality between spectrums of society.</u></p> <p>6. <u>Another reason, some students come from far cities to study, and their parents cannot pay the live and studying fees together,</u></p> <p>7. <u>which make the student in some cases stop studying and work to provide his expenses.</u></p> <p>8. <u>The most important reason, all citizens pay taxes rich and poor, without exception, so why do not pay the government costs of University education,</u></p> <p>9. <u>and we have been found in some cases pay billions in wars for personal interests.</u></p> <p>10. Nevertheless, government's grants are the ideal solution to those problems,</p> <p>11. <u>enabling all students have an opportunity to develop their academic prowess,</u></p> <p>12. <u>and creating competitive studying environment among students.</u></p> <p>13. However, it must be put certain conditions to determine how to pay these costs for all disciplines without exception, and commitment to specific conditions organize payment process,</p> <p>14. <u>even do not become random and wasting state funds.</u></p>	<p>(S1)</p> <p>P1</p> <p>S1</p> <p>S1</p> <p>S1</p> <p>S1</p> <p>S1</p> <p>S1</p> <p>P1</p> <p>S1</p> <p>S1</p> <p>P2</p> <p>S2*</p>
<p>15.</p>	<p>Conc.</p>

<p>In conclusion, and due to the high costs of living , government should pay for University education similar to compulsory education <u>to enable outstanding students from low income families to continue their higher education in Universities and ease the load on the families in order to provide a better life.</u> <u>This decision has a good effect on citizens.</u></p>	<p>S1 P1 S1 S1</p>
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Notes:
(14) This can be read as 'in order not to ... waste state funds' (which would constitute a continuation of the P), but it has here been interpreted as a reason why there have to be certain conditions.

SE26:

- P1: the universities should have independent budgets and revenues away from the government/the government should not fund HE/students should fund themselves

Overall argument: The government should not pay for HE as this improves universities, frees up the budget for other areas and motivates students.

<p>1. <i>The higher education (universities education) is one of the most important sectors in any country, <u>the governments need a good policy or planning for this field, in order to upgrade the education level and the submit best services.</u></i> <u>To achieve this goal</u> the universities should be have independent budgets and revenues away from the government for many benefits.</p>	<p>Intro O/S1 O/S1 O/S1 S1 P1 (S1)</p>
<p>2. First, the universities and other educational foundations or institutes should be administrated by autonomy method, that is one of investment methods.</p> <p>3. <u>This type of management encourage the staff (teachers, employers,.....etc.) to do the best in order to protect their jobs.</u></p> <p>4. <u>also no chance for any one without good skills to have a job in universities.</u></p> <p>5. <u>In other hand the management of universities should prepare a good plan to provide, improve perpetuate the laboratories devices and equipment's in order to protect the level of education and become more attractive for students, that is mean more revenues.</u></p> <p>6. <u>Also, the improvements encourage the teachers and researchers to make a good researches and more innovations.</u></p> <p>7. <u>Therefore, the government have a lot of area for budget planning.</u></p> <p>8. <u>There is many other important sectors should be paid by government like infrastructures , for example roads, bridges ,water and sewage network and stations, electricity. In addition to health sector especially general health, spread diseases.</u></p> <p>9. <u>And the government can save money to spend on primary and secondary schools, because it's important for all people around any country, so that is represent foundation education.</u></p> <p>10. <u>Third, this type of management encourage the students to study hardly because they pay for education.</u></p> <p>11. <u>So some students sponsored by their parents. The families give advice to their sons in order to have good scores, or other people study in part time because they have jobs.</u></p> <p>12. <u>then this situation lead to study good to increase their qualifications and salaries.</u></p>	<p>P1 S1 S1 S1* S1 S1* S1 S1 S1* S1 S1</p>

<p>13. <u>Finally, as the result of the reasons and examples mentioned above, spend money for universities by government means low budgets for other important sectors ,low education level, low innovations , low revenues.</u> That is why we recommend the government should not pay for the university education of their people.</p>	<p>Conc. (S1)* S1 P1</p>
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<p>Notes: (5) 'should' has been interpreted as 'has to'; 'in other hand' does not introduce a consideration from another point of view here as the suggestion is that university management will be forced to keep working at improving if they are autonomously funded. (7)- (8) This has been interpreted as 'the income from the research and innovation provides an income for the government, which can be spent on other important sectors'. (10) 'hardly' has been interpreted as 'hard'. (13) This is the corollary of the argument that is mentioned above: in (8) and (9) it says that not funding students allows the government to spend more on other areas; here it says that if they did fund, they would have a low amount of money for other sectors.</p>

SE27:

• P1: governments should fund HE (preferably by offering student loans)
Overall argument: The government should support HE because then everyone can afford it, and education is important to individuals and the whole country.

1.	Intro
2. First of all, I agree that the governments should pay for the university education of their people.	P1
3. <u>Second, I think that the education is the most important thing in any culture,</u>	S1* S1
4. <u>and any country want to improve herself in technology it have to start by improving the university qualification</u>	S1
5. <u>to can create an intelligent people how can work in the specialty field and make something.</u>	S1
6. <u>A student could study different specialties like medicine, engineering, law ...etc.</u>	S1
7. <u>In order to do this, the government should support the student in different aspects and the economical aspect is one of the most important ones.</u>	S1*
8. <u>For example, in united kingdom, the government try always to help the student to push them up to complete their education, for that the student who graduated from A-levels after they have a conditional offers from any university inside Britain they can borrow a money from the government and after they graduate they have to return the money back when they find a job.</u>	S1 S1*
9. <u>I really like this type of student education support, because the government system education make two things ,</u>	S1
10. <u>the first one they support the education inside the country and give the opportunity for every person to complete his/her studying.</u>	S1
11. <u>On the other hand, this type of system teach the student that to get the money is not easy for that every student will be serous about his studying,</u>	O
12. <u>and also that system create a strong community as well.</u>	
13. <i>This example of undergraduate student unfortunately doesn't happened until now in a many countries where they have a problem in student support system, also the scholarship for masters and PhD does not exist in many countries yet.</i>	
14.	Conc.
I conclusion, I insist that the government in any country in the world should pay for their student,	P1
<u>I know that some countries use this important part of the life to be an income for the government,</u>	-S1
<u>but that does not mean some student studying and other still out of the learning circle or out of the life because of financial burden.</u>	S1
<u>Finally, studying is the right for every person in the world not every rich person, and only the government can support this.</u>	S1

Notes:

(3) - (5) Although this is introduced as a P, with S2 ('Second, I think ...'), it actually appears to be a sub-reason of P1: education is important as it can improve countries, and therefore the government should invest in it.

(8) This example suggests that the writer feels that the government should not actually pay for HE permanently, but should lend the money to students.

(10)-(12) shows the advantages of lending the students money rather than giving it to them.

SE28:

<ul style="list-style-type: none"> • P1: the government should fund HE <p><u>Overall argument:</u> The government should fund HE because intelligent people need to be helped to develop their skills, unemployment will be reduced, and communities will improve.</p>

<p>1. <u>University education has the same significant importance of primary and secondary schools, so the governments should pay for their citizens to get it.</u> <u>This because it provides talented people with advanced knowledge of specific subjects, decreases the rate of unemployment, and encourages young people to participate in their community development.</u> <i>This essay will discuss these main reasons and draw some conclusion points.</i></p>	<p>Intro S1 P1 S1 O</p>
<p>2. <u>The first reason relates to the highly intelligent people who are interesting in particular subject or field of study.</u></p>	S1
<p>3. <u>These people should be supported to develop their skills.</u></p>	S1
<p>4. <u>This can be achieved by providing them with advanced knowledge and practical guide which are supplied by university education.</u></p>	S1
<p>5. <u>The second reason is the role of university education and certification in decreasing the rate of unemployed citizens.</u></p>	S1
<p>6. <u>Because of the various areas of studies in universities, people have more alternatives of jobs than if they are have high school certification only.</u></p>	S1
<p>7. <u>Also they have more opportunities to work in their specific field than others.</u></p>	S1 S1
<p>8. <u>In additions, the significant development and increase of knowledge area leads to create more departments of university studies, then more opportunities of employment.</u></p>	S1
<p>9. <u>The third cause is the effect of university education on developing of communities by encouraging young people to take part in the building and developing processes.</u></p>	S1
<p>10. <u>If young people recognize the amount of money that government pays for their studying, they will realize the importance of their duty after graduating.</u></p>	S1
<p>11. <u>Also, Because education helps them to improve their logical thinking and individual abilities, their work productivity will be higher and its quality will be more improved.</u></p>	S1
<p>12. <u>In addition, the availability of studying and working opportunities decline chances of learning and doing negative things that spread within youngest class such as crimes, drugs, violence and terrorisms.</u></p>	S1
<p>13. <u>These result in higher community level and better forecasting future for next generations.</u></p>	
<p>14. <u>In the conclusion and according to the discussed causes,</u></p>	<p>Conc. (S1)</p>

governments should support all their people, including talented people, and grant them their rights by supplying free education in all its stages, even university education.	P1*
<u>Also the positive effects of university education on the community are considerable.</u>	S1
<u>One of the important effects is declining the rate of negative antisocial characteristics due to increasing of higher studying and employment opportunities.</u>	S1
<u>In addition, Ideal community level is reached not only by experts but also by the activities of youngest who acquire sufficient knowledge from university education.</u>	S1
<u>All of these are the responsibilities of governments.</u>	S1
So government should support their people financially to get university education.	P1

Notes:
(14) The P also appears to sum up some of the S: 'including talented people', 'grant their rights'.

SE29:

<ul style="list-style-type: none"> • [P1]/P1: The government should pay for HE • [P2]: students or their parents should pay for HE <p><u>Overall argument:</u> The government should not fund HE because there are more reasons to fund than there are reasons not to do so.</p>
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<p>1.</p> <p><i>In recent years, there has been growing interest in the higher education in most countries around the world, because education is one of the signs of developed countries.</i></p> <p><i>Nevertheless, many students in universities still struggle to get money to cover the tuition fee.</i></p> <p>Some would argue that governments must pay this money.</p> <p>However, others suggest that this fee was only paid by a student itself or his parents for their studies at university.</p>	<p>Intro</p> <p>O</p> <p>O</p> <p>[P1]</p> <p>[P2]</p>
<p>2. On the one hand, many people agree with the free education</p> <p>3. <u>and this is one of the fundamental duties of government by helping their citizens and promoting its economy .</u></p> <p>4. <u>There are many poor families that have intelligent children need to continue their studies and students from rich families would easily find offer to study in universities .</u></p> <p>5. <u>However, After supporting by government this would help to establish equality between the students.</u></p> <p>6. <u>As a result, it would give to increase the numbers of educated people in country that emphasize the push approach to promotion of its economy around the world.</u></p> <p>7. <u>Many governments supported their students in high education and scientific research in the past decades by free education after that they earn now from higher education considerably.</u></p> <p>8. <u>Countries, such as the united state, the United Kingdom, Australia and Canada, which have done this are often regard by others as advanced countries in high education.</u></p> <p>9. <u>Authority in country must provide strategic planning for their people to get free study in the same time growing its economy.</u></p> <p>10. On the other hand, other people claim that students should pay their own university education</p> <p>11. <u>for many reasons.</u></p> <p>12. <u>The first reason is that the governments, especially did not have natural resources, have a limited budget .</u></p> <p>13. <u>They might probably pay of students' fee at the universities from other important sectors such as healthy ministry or justice sector.</u></p> <p>14. <u>These governments would take money high amount of taxes, from craftsmen who did not continue their studies, to support the higher education.</u></p> <p>15. <u>It unfairly becomes between people.</u></p> <p>16. <u>Another reason is that education would be get improvement when students</u></p>	<p>[P1]</p> <p>S1</p> <p>S1</p> <p>S1</p> <p>S1</p> <p>S1</p> <p>S1</p> <p>S1</p> <p>-S1*</p> <p>[P2]</p> <p>(S2)</p> <p>S2</p> <p>S2</p> <p>S2</p> <p>S2</p> <p>S2</p>

<p><u>paying their own education fees.</u></p> <p>17. <u>Students would be more predict to attend lectures and attempt to do hard working and followed by their parents until, they can get higher marks.</u></p> <p>18. <u>The finial reason is that foreign students did not study with free education so they will pay to study this will be another investment.</u></p>	<p>S2</p> <p>S2</p>
<p>18.</p> <p>In conclusion, I strongly disagree with the idea supporting this statement,</p> <p><u>because the free education of students at the university has more benefits than drawbacks</u></p>	<p>Conc.</p> <p>P1*</p> <p>S1*</p>

Notes:

(9) This appears to be a concession: strategic planning will be necessary.

(18) 'this statement', which the writer disagrees with, has to refer to P2 ('students should pay'), which was developed in the previous paragraph, rather than to the essay question ('should the government pay'). The 'because' clause confirms this. Round brackets have not been added here: there is real support here, as the writer does not just say that there are benefits and drawbacks, but that there are more of one than of the other.

SE30:

<ul style="list-style-type: none"> • [P1]/P1: the government should pay HE fees • [P2]: the government is not responsible for paying HE fees • P3: There need to be entry requirements to ensure only suitable students enrol <p><u>Overall argument:</u> The government should fund HE because this has economical, political and social benefits, but there need to be entry requirements so that educational standards are maintained.</p>
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<p>1.</p> <p><i>There are always debates about the issue of governments fund toward higher education of its people.</i></p> <p>Some believe that it is the right of every citizen to acquire a free education at all academic level.</p> <p>While other think that at university levels, governments are no longer responsible to pay for the fees.</p> <p><i>So what is right? Is a government responsibility to provide free university education or is not?</i></p>	<p>Intro</p> <p>O</p> <p>[P1]</p> <p>[P2]</p> <p>O</p>
<p>2. People who are in favour often argue that every citizen has right to education and this right should not be limited to a particular level but throughout the academic period up to the university.</p> <p>3. <u>In their argument they say that, it should be remember that, we are now leaving in a very challenging economic world and is no longer possible to enter to a job market with just any qualifications.</u></p> <p>4. <u>As such it is important to every individual to acquire a higher degree qualification in order for them to secure a good job with a promising future.</u></p> <p>5. <u>The more people are educated is good for the country, out of them will be politicians, doctors, engineers, scientists and economist and these are important for the economical perspective of the country.</u></p> <p>6. On the other side of argument people believe that governments should not be responsible to pay for university fees.</p> <p>7. <u>This is because, they argue, many countries are not wealthy enough to pay for university education, with these lack of resources the chance of free education may only be given to a limited group of people.</u></p> <p>8. <u>In many cases those individual who are coming from poor family background which should be more eligible to these fund, may not always get the opportunity.</u></p> <p>9. <u>Moreover, they said when a free university entry is applied may results in undermining the standard of education.</u></p> <p>10. <u>Parents who don't pay fees often give less attention to their offspring performance and students also may not fully committed to their studies and these ofcourse has a significant impact on the general standard of education.</u></p>	<p>[P1]</p> <p>S1</p> <p>S1</p> <p>S1</p> <p>[P2]</p> <p>S2</p> <p>S2*</p> <p>S2</p> <p>S2</p>
<p>11.</p> <p>In my opinion I strongly agree that every government should provide free education to its people at all academic level up to university.</p> <p>Highly educated society is not only beneficial for economical point of view but</p>	<p>Conc.</p> <p>P1</p> <p>S1</p>

<p><u>as political and social as well.</u> <u>It increases employment rate and minimizes crimes which are keys for the stability of any country.</u> However, I would also suggest that highly measured should be in place to ensure that only those who are capable and eligible to enter universities are allowed <u>in order to main the educational standard.</u></p>	<p>S1 P3 S2/S3*</p>
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Notes:
(8) This could be a concessionary point but it is not indicated as such.
(11) The argument to support P3 is that the educational standard will be maintained if certain entrance requirements are put in place. This follows on logically from (9) and (10) where support for students paying their own fees is given. P1 and P2 can be seen as directly opposite standpoints, and P3 as a way to maintain P1, but with a compromise added, based on an advantage of P2, the opposite standpoint to the writer's own.

SE31:

<ul style="list-style-type: none"> • P1: the government should fund HE • P2: the government should fund only under certain conditions • [P3]: students should pay for their own HE with only the very top set receiving scholarships <p><u>Overall argument:</u> There are many advantages to the government funding HE but it will also cause some social and financial problems, which is why the funding should only be given to students who can show that they are deserving of it.</p>

<p>1.</p> <p><i>It is very common that education is the most important in this life.</i></p> <p><i>Every people have their own right to have an education in order to be a better person or to have a good career in future.</i></p> <p>In some ways,</p> <p>I absolutely agreed that government should pay for the education's fee of every people.</p>	<p>Intro</p> <p>O</p> <p>O</p> <p>P2</p> <p>P1</p>
<p><u>Government should provides all the facilities to citizens and of course the most valuable facilities is education.</u></p>	S1
<p><u>Education is the best way to develop personality, spirituality and attitudes of an individual.</u></p>	S1
<p><u>As to develop a country, government requires a citizen who are knowledgeable and well educated.</u></p>	S1
<p><u>The government need to prepare the facilities and give a free education starting from primary level until higher education.</u></p>	S1
<p>2. In some parts of the world, government have provided a free education from primary level until high school, but when it comes to higher education, people need to pay by their own. Some of excellent's student will get a scholarship to cover their education's fee.</p>	[P3]*
<p>3. <u>In other hand, some of unlucky and poor student will not going to continue study in higher education although they are excellent and fantastic.</u></p>	S3/S1
<p>4. The government's responsibility to fund education in university level</p>	P1
<p>5. <u>as to producing experts because there is where a beginning of journey of experts in various field who will help the success of productivity in future.</u></p>	S1
<p>6. <u>Moreover, if government provides a free higher education for every people, everyone has an equal educational opportunities without any miss.</u></p>	S1
<p>7. <u>By doing this, a government will increase a percentage numbers of intellectual and well educated citizens.</u></p>	S1
<p>8. <u>In other point, students are able to pay attention on their studies without worrying in how to pay their education's fee or busy doing their part time work to finance their study.</u></p>	-S1*
	-S1

9. <u>Therefore, if every people been sponsored by a government, a numbers of graduates become higher than the numbers of job offered.</u>	-S1
10. <u>Undoubtedly, the increasing of unemployment rate will be an issues and social problems.</u>	-S1
11. <u>In order to give a free higher education, government will have a limited expenses to cover any development in other areas that als o important such as in the field of technology, economy, human resource and other sectors.</u>	-S1
12. <u>A balance in all sectors will be affected.</u>	-S1
13. <u>As example, to be in line with a world of globalization, a government should upgrading all equipment and tools to keep with the latest technological developments.</u>	
14. <u>It will requires a higher expenses.</u>	
15. On the whole, personally in my point of view, a government should pay every people's education fee in such a smart's way. Every people should remain in the set number of pointer level in order to get free, and those who did not keep their pointer is need to pay by their own if intended to continue their studies. <u>I believe, it will make students more serious about education and their studies.</u> <u>By contrast, a government is not going to waste a lot of money for students who are not competent, and will allocates that money to other sectors.</u>	Conc. P1 P2 S2 S2/S1

Notes:

(2) As the student made her view clear, and is here looking at a situation in which a different system exists, it has been labelled as [P3]. It is possible that [P3] equates to [P2] but as it is not sufficiently made clear in the essay whether this is the case or not, they have been labelled separately.

(9) The meaning of the preceding and consequent sentences suggests that 'Therefore' should be 'However'.

SE32:

<ul style="list-style-type: none"> • [P1]/P1: the government should spend a certain percentage on funding HE with the rest being contributed by the students and their families/ the government should not pay for all HE <p><u>Overall argument:</u> There are advantages to the government paying tuition fees, but as there are also disadvantages, the government should only partially fund students' higher education.</p>

<p>1.</p> <p><i>High education is absolutely essential for those who want to succeed in their lives.</i></p> <p><i>This institution was created in the middle ages to serve growing need of aristocracy.</i></p> <p><i>As the human civilization progresses, the role of university was changed slowly adapting to emerging middle class.</i></p> <p><i>Now days university is consider , as a place where broad spectrum of people garner together to put their efforts jointly and create solutions that are going to benefit a society, making human live much easier.</i></p> <p>In my opinion government should spend certain percentile of money based on minimum wage to create an environment that helps young people to get through the university.</p> <p><u>It is of best interest of students</u></p> <p>if government is able to pay certain amount of money toward university tuition and the rest of the tuition can be paid by young people and their families.</p>	<p>Intro</p> <p>O</p> <p>O</p> <p>O</p> <p>O</p> <p>P1</p> <p>S1</p> <p>P1</p>
<p>2. <u>There are plusses and minuses to the story.</u></p> <p>3. <u>If government pays all amount of tuition there are varieties of possibilities.</u></p> <p>4. <u>Young people are going to start and finish their high education without any obstacles, just the presents of good will from those young people.</u></p> <p>5. <u>Graduates are going to create medium for developing new kind of economy based on high- technology.</u></p> <p>6. <u>As President Obama announced in his speech in front of 2000 students at North Caroline State University of establishing of the first of forty-five high-technology manufacturing institute on January 15, 2014, which is going to help overcome losses of jobs in many regions of United States.</u></p> <p>7. <u>As he said "We are not going to turn things overnight, we are going to start bringing those jobs back to America with creation of those types of institutes." (NYT Jan.15, 2014 section Politics).</u></p> <p>8. <u>This is a big opportunity for a lot of young people who still dream to change the world in better way.</u></p> <p>9. <u>Those youngsters who have the university education are going to spring out toward the society with open eyes and very different set of mind.</u></p> <p>10. <u>They are going to be responsible in creating as many opportunities as possible for those who are less fortune.</u></p> <p>11. <u>Ultimately those action are going to create better society.</u></p>	<p>(S1)/(-</p> <p>S1)</p> <p>(S1)*</p> <p>S1</p> <p>S1</p> <p>S1</p> <p>S1</p> <p>S1</p> <p>S1</p> <p>S1</p> <p>S1</p> <p>S1</p>

12. <u>Example is that many young people especially in United States who just graduated from university joined the Peace Core.</u>	S1
13. <u>One of my best friends in Washington D.C joined the Peace Core and he is in Philippines helping poor people and educating them.</u>	S1
14. <u>There are as many disadvantageous as well.</u>	(-S1)
15. <u>Absolutely free education is going to be a problem in general because undermined the quality of education.</u>	-S1
16. <u>In fact, that a lot of young students are going to be involved in this process, leads to creating crowded classrooms and necessity of more training professors, in which case is impossible to be produced.</u>	-S1
17. <u>Training new teachers for the university is a long and time taking process.</u>	-S1
18. <u>Crowded classrooms are going to weaken the quality of education because simply teachers are going to have less interaction with their students and less time to get involved in the process of creating strong bases of knowlage for those young people.</u>	-S1
19. <u>As number of students is increasing year after year, it is going to become more difficult to check presence of all students.</u>	-S1
20. <u>Of course this is going to be welcome many of students to miss classes and lectures.</u>	-S1
21. <u>Teacher body of the university is going to have a troubles with tracking all students leading to big mess in their presence.</u>	
22. As I mentioned above it is very important to be found the right equilibrium in payment between the government and the student. There should be a dialoge between both sides. I can not agree with the statement that univerist education is only matter for the government but there must be included the other side.	Conc. P1* P1

Notes:

(3) This has been interpreted as the start of a list of advantages it is followed by a list of S1s, and (14) announces 'disadvantegeous' [sic] as well'.

(22) The 'dialoge' [sic] has been interpreted as denoting that both should contribute.

7 Macro-argument patterns in the SEs

In this appendix, an overview is given of the main argument pattern of each SE.

Each of these SEs responds to the same title:

'All governments should pay for the university education of their people.'
Do you agree? Discuss this topic by writing about different aspects, stating the benefits and drawbacks of different points of view, giving evidence and explanations and drawing your own conclusion.

In the box the writer's opinion is given. It is then stated whether the writer's response is simple, i.e. a straightforward Yes (Y) or No (N), complex (yes or no but with provisos (Y+ or N+)), or whether the writer takes a neutral position (Y/N). The reason why this was done is described in Chapter 5 (Introduction and Section I). The overall argument is then summarised. The individual Ps and [P]s are not listed, as they are all fairly similar, i.e. a variation of a statement in favour or against the government funding HE.

Underneath the box I have added any other relevant comments about the argument development in the pieces.

Argument types are not mentioned for the individual SEs: all the pieces are Proposal and/or Evaluation arguments (see Chapter 5).

SE1

Writer opinion: the government should fund HE

- simple opinion: Y

Overall argument: the government should fund HE, despite the cost, as this will help society.

At 173 words, this is the shortest student essay. The writer states at the start that she agrees with government-funded education and lists reasons why. She lists one drawback of them paying but does not consider any advantages of the government not paying. She repeats her point and the main reason for it in her conclusion.

SE2

Writer opinion: the government should fund HE

- simple opinion: Y

Overall argument: the government should fund HE as this will help society and some students cannot afford to pay.

The student uses the pattern 'some people believe' [P1] in contrast with what '*many* people agree with' [P2]. Reasons are given for both sides, but more for the side the student later agrees with (P2). Although the students' actual point is only really explicitly made in the conclusion, it is possible to interpret 'however', 'some', 'many' and 'it can clearly be seen' as indicators of the student's stance that the government should fund HE. The repetition of P2 in (8) is redundant as the construction here is point-reason-same point. The conclusion restates P2, with evidence for it provided in the form of the summing up of previously given support.

SE3

Writer opinion: the government should fund HE and they should increase study grants to aid the development of education.

- complex opinion: Y+

Overall argument: although there are arguments on both sides, the government should fund HE, as this will help poor students and society. Also, study grants to aid the development of education should be increased.

The writer examines the potential advantages of the government funding HE and then the advantages of them not paying. The weighting seems to be in favour of the government paying (P1), with 'It's easy to understand' and 'opponents might argue', but this is quite subtle, and the writer's view is only explicit in the conclusion. There is no reason given why P1 was chosen over P2. The student's final point does not seem to be based on support but as he has mentioned the disadvantages of the proposal, the statement can be interpreted as a suggestion to mitigate these.

SE4

Writer opinion: the government should fund HE

- simple opinion: Y

Overall argument: governments should fund higher education, mainly because it is key to the development of a country, but there are disadvantages too.

The writer examines advantages and disadvantages of the proposal in turn, before finally giving an opinion that favours one side. There is no indication of a faulty path; instead the student accepts both advantages and disadvantages as valid. The view that is finally chosen is based on previously mentioned support.

SE5

Writer opinion: the government should pay part of the tuition fees

- neutral opinion: Y/N

Overall argument: there are both advantages and disadvantages for the whole country and for individuals if the government pays for HE tuition, therefore the best solution is part funding.

SE5 has two paragraphs with a parallel structure in the middle part: three reasons against and three reasons in favour. Both are clearly presented as views not necessarily held by the writer ('some people' 'other people', 'the first group') but the writer then reveals his opinion, based on the previous arguments, by revealing a compromise solution in the conclusion, which is neatly based on previously mentioned support.

SE6

Writer opinion: the government should not fund HE except to provide scholarships to students who cannot afford it themselves and really want it.

- simple opinion: N

Overall argument: despite the importance of learning, it is fair that only deserving students who cannot afford HE should be provided with government scholarships.

The writer gives his opinion early in the introduction. There is no paragraphing, but in what would be the middle part, he looks at the two benefits of the government sponsoring HE first, i.e. the counterarguments, and he then (without starting a new paragraph) describes the many benefits of the government not funding HE completely, which he agrees with. The suggested recommendation provides a solution for the one main drawback given, while the advantages are maintained.

SE7

Writer opinion: the government should give scholarships to poorer students and could even fund students to go to the best universities abroad, but they should not pay for all HE.

- complex opinion: Y+

Overall argument: the government should fund HE for poorer students and provide scholarships for the best students to go abroad because this will raise the level of the country.

SE 7 wrong- foots the reader: the writer starts and finishes with what is seemingly his opinion, but they do not match: in the introduction it is said that the government should pay for some students only, whereas in the conclusion the writer says that they should pay for all, and even issue scholarships to go abroad. This suggests that the writer may have explored the ideas of others in P2 without indicating this linguistically.

SE8

Writer opinion: HE should not be completely publicly funded

- complex opinion: N+

Overall argument: governments should not pay for all students to enter HE. Instead they should give scholarships to poorer students and encourage competition from privately funded universities, which will increase access to HE and choice.

SE8 presented a challenge because of the lack of linkers, the fact that the differing opinions are attributed to others, and the omission of the word 'not' in the second sentence. However, it becomes very clear at the end of the piece what the writer's opinion is and it is then possible to see the link with the previously discussed advantages and disadvantages.

SE9

Writer opinion: the government should pay for education/ as a minimum the fees for low income families should be paid

- simple opinion: Y

Overall argument: the government should be responsible for paying for HE or at least pay for those who cannot afford it. There are no significant drawbacks to doing this (only two minor ones) and there are many advantages (more literacy, national competencies, civilisation).

In SE9 the writer makes his opinion clear from the start. He then gives the reasons in favour of his opinion and acknowledges that there are a few drawbacks too. There is no clearly delineated introduction or conclusion but in what would be the conclusion the main evidence is reiterated and a final comment is given that is not part of the argument.

SE10

Writer opinion: the government should only pay for HE under certain circumstances.

- complex opinion: Y+

Overall argument: there are many disadvantages if governments pay for education (financial and economic implications, lack of competitive spirit in students, less knowledge, other areas being neglected, lower standard of human resources in a world market), but if governments do not pay then only the rich can be educated. Therefore, the government should only pay in certain individual circumstances.

SE10 considers the disadvantages of governments funding HE completely and the advantages and disadvantages of students self-funding. The conclusion is a compromise: the government should pay only under certain circumstances.

SE11

Writer opinion: the government should not pay for all tuition fees but give scholarships to excellent students only.

- complex opinion: N+

Overall argument: the government paying for all tuition fees would have many advantages but it is not realistic so scholarships should be awarded to excellent students only.

SE11 looks at the advantages and disadvantages of the government paying for tuition. It has a straightforward structure and the reader can follow the student's opinion from the start of the essay. The reason for offering scholarships to excellent students (as opposed to poor students for example) is not given.

SE12

Writer opinion: N/A -the writer's opinion is not clear, but he identifies advantages of two opposing views

- neutral opinion: Y/N

Overall argument: some people have reasons to believe that the government should pay for HE but there advantages to this too.

It is difficult to discern any argument in SE12. The consideration of the advantages of the government funding HE or not does not lead to a conclusion, nor is there any indication of the writer's actual stance. It is possible that the concluding statements point at a preference of P1, but this cannot be said for certain.

SE13

Writer opinion: the government should not pay for education

- simple opinion: N

Overall argument: although there are both advantages and disadvantages to the government funding HE and also to not funding HE, there are many good reasons (e.g. budget, priorities, student motivation ...) why it is better that they do not.

SE13 starts with general comments about education and then explains that there are two points of view about the funding of HE, with one having one reason, and the other, which the writer agrees with, having several. These reasons are then given. In the conclusion the writer acknowledges that the two points of view both have advantages and disadvantages but he reiterates his opinion and his reliance on the stated reasons for it.

SE14

Writer opinion: the government should pay for education but also keep private universities

- neutral opinion: Y/N

Overall argument: there are both benefits and drawbacks to the government paying for HE so the best solution is to fund public education and also maintain private universities.

SE 14 presents a compromise solution from the introduction onwards: it explains that there are advantages and disadvantages to the government paying for HE, explains these, and then concludes that both publicly funded and non-funded universities should exist. Only one view is really looked at in detail, but from two sides.

SE15

Writer opinion: it is difficult to say which is better: the government funding HE or not.

- neutral opinion: Y/N

Overall argument: both in socialist countries, where the government funds HE, and capitalist countries, where the focus is profit, there are advantages and disadvantages to the funding system, which is why it is difficult to make a choice between them.

SE15 makes many points about education in general, both at the start and the end of the essay and which are not specific to the question about funding. The situations in different types of political systems are described, but it is occasionally difficult to differentiate between benefits and drawbacks. It becomes clear that the writer's opinion is that it is difficult to answer the question (P3), and that the advantages and disadvantages of both systems (mentioned in [P1] and [P2]) have led to this conclusion.

SE16

Writer opinion: governments should spend a large amount of their budget on education but students should also make a financial contribution to their university studies.

- neutral opinion: Y/N

Overall argument: as education is extremely important, the government should prioritise it in their budget, but students should also be asked to make a small contribution to their HE studies as they will then take those more seriously.

SE 16 has many general comments about the importance of education. The piece clearly looks at two sides of an issue, the idea that the government should prioritise education and fund it, but it is not always clear whether the writer is giving his own view or exploring the possible motivation of others for theirs. The essay seems to address the importance of education rather than focus completely on the question that was set.

SE17

Writer opinion: the government should fund higher education

- simple opinion: Y

Overall argument: The government should fund higher education because this mainly had advantages.

The writer of SE17 makes her opinion clear from the start. She lists and develops many reasons for her view, with one concession. She sums her reasoning up in the conclusion.

SE18

Writer opinion: the government should not fund HE

- simple opinion: N

Overall argument: Despite the fact that everyone pays taxes and disadvantaged students deserve a chance, the government should not fund HE, mainly because this would cost too much and have a negative impact on employment.

The writer of SE 18 says that there are two possible points of view, held by different groups of people, and he states which one he agrees with. He then develops the reasons both groups have for their views and concludes by saying how this demonstrated that one view is more valid than the other, by summing up the main reasons, and reiterating his point of view.

SE19

Writer opinion: the government should fund HE to ensure that everybody has equal access to it, but should ensure that only bright students who choose fields that can benefit the country are admitted.

-complex opinion: Y+

Overall argument: higher education should be affordable for all students, which is why the government should fund it. However, this is expensive, so admission criteria should be set so that only bright students who choose useful fields go to university.

SE19 first seems to suggest that HE is a right for all but the writer then makes it clear that only students who can benefit the development of a country because of their intelligence and their choice of subject area should be financially sponsored. He supports both strands (intelligence, fields of study) with reasoning and examples.

SE20

Writer opinion: the government should pay for HE

- simple opinion: Y

Overall argument: the government should pay for HE as this will pay for itself in terms of improving society and will help the citizens reach self-fulfilment.

SE20 starts with comments about the importance of education, followed by reasons in favour of the government funding HE and not funding HE. In the conclusion the writer chooses one side and repeats one of the arguments in favour of it.

SE21

Writer opinion: HE should not be free but the government should offer partial funding for certain subjects.

- complex opinion: N+

Overall argument: the government should offer partial funding for HE by making subjects that are useful to them cheaper, but it should not be free as this has a negative effect on quality and finances.

The writer of SE21 indicates from the start that the structure of the essay will be to examine advantages and disadvantages of a proposal. In the conclusion, the main disadvantages are summarised and followed by a specific suggestion how a compromise solution can be found.

SE22

Writer opinion: The government should not fund university education for all but only pay for outstanding students who cannot afford to pay

- complex opinion: N+

Overall argument: There are arguments in favour of the government funding HE (equality for poorer people) and against (e.g. the expense, the lack of benefit for the country). Therefore the government should not fund university education for all, but should only pay for outstanding students who cannot afford to pay for themselves.

SE22 makes it clear that there are two opposing views that people may hold and examines the reasons for both. The writer chooses one side but comes up with a compromise solution that takes into account both views.

SE23

Writer opinion: The government should fund HE and take additional steps.

- complex opinion: Y+

Overall argument: The government should fund HE, but as there are disadvantages to this they need to take additional steps.

SE23 introduces the topic by indicating that it is controversial. It then looks at the positive impacts, of what we have to assume is the government funding HE: because of a vague pronoun referent ('this'=the financial system) the actual proposal being discussed is not explicit, although it can be deduced. It then examines its potential negative impacts, before concluding that they can be mitigated if additional steps are taken. The latter idea does not receive support, although it can be assumed that previously mentioned negative aspects of the proposal are meant to serve as such.

SE24

Writer opinion: governments should pay for HE

- simple opinion: Y

Overall argument: Despite the fact that it is possible to earn more money without going to university, governments should pay for HE because there are some intelligent but poor students, and education benefits society

In SE24, the point about the government needing to fund HE and the reasoning for this is made clear from the beginning. The student develops the support for this view and then considers why people may disagree with this, without refuting that view. He concludes that despite there being some reasons against his opinion, his view holds as education benefits society.

SE25

Writer opinion: the government should fund HE

- complex opinion: Y+

Overall argument: The government should pay for HE because it is fairer to poor students, it is a good use of money, it creates competition and it has a positive effect on people, but the money should not be wasted and specific conditions need to be put in place.

SE25 introduces the topic of education by linking it to the high cost of living, and stating that the government should fund HE. It then gives extensive reasoning why this should be the case and also mentions the need for conditions and good administration.

SE26

Writer opinion: the government should not fund HE

- simple opinion: N

Overall argument: The government should not pay for HE as this improves universities, frees up the budget for other areas and motivates students.

In SE26 the author states her opinion early on and goes on to provide a large amount of reasons to support it. They are summed up at the end, where she also repeats her opinion.

SE27

Writer opinion: governments should fund HE, preferably by offering student loans

- simple opinion: Y

Overall argument: the government should support HE because then everyone can afford it, and education is important to individuals and the whole country.

SE27 starts with the writer's response to the question. He then gives many reasons for his opinion, including a worked out example that shows that his opinion needs to be qualified somewhat (the writer suggests loans rather than funding outright). In the conclusion he reiterates his point, makes a concession gives and some more reasons.

SE28

Writer opinion: the government should fund HE

- simple opinion: Y

Overall argument: The government should fund HE because intelligent people need to be helped to develop their skills, unemployment will be reduced, and communities will improve.

In SE the writer's opinion in favour of funding is clear from the start. Reasoning is also supplied immediately. In the middle part three main reasons are developed in separate paragraphs, which are summed up and partially repeated in the conclusion, which also reiterated the student's view.

SE29

Writer opinion: The government should not pay for HE

- simple opinion: Y

Overall argument: The government should not fund HE because there are more reasons not to fund than there are reasons to do so.

The writer of SE29 examines the opposing opinions that other people may hold and the reasons for these.. He only reveals his opinion at the end. However, it is not easy to determine immediately what that is, as it seems contradictory. Only after identifying what the vague referent ('this statement') refers to (not the essay question, but the topic that he has developed in the previous paragraph, where no statement as such is given), does it become clear. He bases his opinion on one of the options (the government funding HE) having more advantages, although they have not been clearly and separately listed (e.g. with transition words referring to numbers) in the text.

SE30

Writer opinion: the government should pay HE fees but there need to be entry requirements to ensure only suitable students enrol

- complex opinion: Y+

Overall argument: The government should fund HE because this has economic, political and social benefits, but there need to be entry requirements so that educational standards are maintained.

SE30 examines why other people may favour the government sponsoring education and why they may not. The writer then states which side she is on, and sums up the reason why this opinion can be justified, whilst adding a proviso to endure that one of the drawbacks of not doing what she suggests is avoided.

SE31

Writer opinion: the government should fund HE, but only under certain conditions

- complex opinion: Y+

Overall argument: There are many advantages to the government funding HE but it will also cause some social and financial problems, which is why the funding should only be given to students who can show that they are deserving of it.

SE31 puts a strong emphasis on the importance of education, and therefore the benefits of HE being offered free to students. It also considers a disadvantage of not doing so. The writer then considers many advantages and disadvantages of free HE. In the conclusion he suggests a compromise: the government should fund HE but only if students keep fulfilling certain conditions, and ends with a justification for this view.

SE32

Writer opinion: the government should spend a certain percentage on funding HE with the rest being contributed by the students and their families

- complex opinion: N+

Overall argument: There are advantages to the government paying tuition fees, but as there are also disadvantages, the government should only partially fund students' higher education.

SE32 states from the start that the government should only partially fund HE, with the rest being contributed by students and parents. It then explores the advantages and disadvantages of the government funding education outright, and concludes that it is best if both the government and the students are responsible.

8 Overview of the BBs

In this overview table, all the micro-argument information is shown, as found in the introductions, middle parts and conclusions. For each piece, all the points made in the piece are listed in a separate column, with the opinions of others crossed through to make it easier to see how often the writers have engaged with other ideas and what they actually think.

For reasons of completeness, information about the type of opinion and the type of argument is also listed.

Most of the labelling conventions have been explained in previous appendices, but bold typeface (only in the conclusion section) means that that particular label was used there for the first time in the piece. 'R' is used to denote that the label it is next to is repeated, e.g. *S1R* means that there is more than one item of Support being provided for P1, *OR* means that there is a repeated occurrence of an 'Other' label.

BB No.				points	opinion	argument
	<i>introduction</i>	<i>middle part</i>	<i>conclusion</i>			
1.	OR	S1R O	S2R P1 P2 S2 P2 P1/-S2	P1 P2	Y +	E(Pr)
2.	OR P1 -S2 P2	[P1]R/[P2] P2 S2 -S2/ S1 S2R/S1R S2R	S1 P2/P1 S1/S2	[P1] [P2] P1 P2	Y	CD (E)
3.	OR [P1]	OR P1 S1 -S1 S1R - S1 S1 -S1 S1R P2 S2R -S2	P1/P2	[P1]P1P2	N	C
4.	O [P1] P1 S1	S1R [P1]/P1 S1 [P1] S1R -S1 S1	-S1 P1	[P1] P1	N	CD(E)
5.	[P1]/OR	-S1R S1 P1 S1R -S1 S1 -S1 S1-S1 S1 -S1 S1R	S1R P1	[P1] P1	Y	E(C)
6.	OR P1	S1 -S1 S1/-S1 S1R/O P1 S1R/S2 O S2R/S3R P2 P3 -S1/ S2 S2 -S2 S2R P2 -S1 /-S2R S2 S1/S3R/-S1 P3 S1R P1	S1R/S3R P1 S1	P1 P2 P3	Y	Pr(CD)
7.	[P1] -S1R	S1 P1 S1R -S1 S1R	S1R -S1 P1	[P1] P1	Y	E
8.	OR	P1 S1R O S1R O P2 S2R	S2 P1/S2 S1 -S2 S2R	P1 P2	Y +	E

9.	O	S1 P1 S2R S1R -S2 S2 -S2 S2 S1R S2R	O P2 S2	P1 P2	Y	Pr
10.	-S1/OR/P1 S1R/OR	O S2R P2 P3 S3R [P4] S4R	P4	P1 P2 P3 [P4] P4	N +	C(Pr)
11.	OR	P1 S1R P2 S2R	O/ P3 S3R	P1P2P3	Y	E
12.	OR	S1 P1 S1R -S1R S1R O S2R P2 S2R	P2 S2 P2	P1 P2	Y +	Pr
13.	OR	S1R P1	P2 S2 P3R - S3/O	P1 P2 P3	Y +	Pr
14.	OR P1 P2	S1R -S1 S3 P3 S3R	S2 P2 S2R	P1 P2 P3	Y	C
15.	OR P1 -S1 S1	S1R S2 P2 S2R	S2R OR	P1 P2	N	Pr (E)
16.	OR	O S1 -S1[P1] -S1R S1R	[P2] S2R P2/P1	[P1] [P2] P1 P2	Y +	E (Pr)
17.	OR	O/P1/P2/P3 S1R P2 S2R P3 S3R P3	--	P1 P2 P3	Y	C
18.	OR	S1 P1 S1R P1 S1R O	P1	P1	Y	Pr
19.	OR	[P1] P1 S1 S2 P2 S2R P3	P3 S3R	[P1] P1 P2 P3	Y	C
20.	OR	S1R OR S1R	S1 P1	P1	Y	E
21.	OR	P1 S1R S2R	P1R/S2R P2	P1 P2	Y +	E
22.	S1 P1 S2 P2 S1/S2	S1R O -S2 P2 S2R - S2 S2 S3R	S3R P3	P1 P2 P3	Y +	Pr

9 Overview of the SEs

In this overview table, all the micro-argument information is shown, as found in the introductions, middle parts and conclusions. For each piece, all the points made in the piece are listed in a separate column, with the opinions of others crossed through to make it easier to see how often the writers have engaged with other ideas and what they actually think.

For reasons of completeness, information about the type of opinion is also listed.

The labelling conventions have been explained above.

SE No.				points	opinion
	<i>introduction</i>	<i>middle part</i>	<i>conclusion</i>		
1.	O P1 S1 O	S1R -S1	P1 S1	P1	Y
2.	O	[P1] S1 [P2] S2R P2 S2R	P2 S2R	[P1] — [P2] P2	Y
3.	OR	[P1] S1R [P2] S2R	P1 P3	[P1] — [P2] P1 P3	Y+
4.	OR/[P1]	S1R -S1R	S1 -S1 S1 P1	[P1] P1	Y
5.	O [P1] [P2] O	S1R S2R	P3 S2/S3 S1/S3	[P1] — [P2] P3	Y/N
6.	O -S1 O P1	-S1 S1 O -S1 S1R -S1 P1	-S1 P1	P1	N
7.	P1 [P2] S2	S1R P1 S2R S1R	P1 S1/ S3 P1 P3	P1 [P2] P2 P3	Y+
8.	O [P1] [P2]/P2	S1R [P2] S2	P2 P3 P2 S2 S3	[P1] — [P2] P2 P3	N+
9.	O/S1R P1	S1R -S1R	S1 O	P1	Y
10.	O/[P1] -S1	-S1R [P2] S2 -S2	P3	[P1] — [P2] P1 P3	Y+
11.	OR P1	-S1R S1R	P1 P2	P1 P2	N+
12.	OR	[P1] S1R [P2] S2R	OR	[P1] [P2]	Y/N
13.	OR	[P1]S1[P1] [P2] P2 O S2R	P2	[P1] — [P2] P2	N
14.	O [P1]/[P2] P1/P2	P1 S1R -S1R	P1 S1 P2 S2R/S1	[P1] [P2] P1 P2	Y/N

15.	OR	[P1] -S1 S1 [P2] -S2 S2 P3	O	[P1] [P2] P3	Y/N
16.	OR P1	P1 S1R [P2] S2 -S2 S2/P2	OR	P1 [P2] P2	Y/N
17.	P1 OR	S1 -S1 S1R	S1R	P1	Y
18.	OR[P1]S1 [P2] P2	S1R [P2]/S2R	-S1 P2	[P1] [P2] P2	N
19.	OR	P1 S1 -S1/S2 P2 S2 P3 S3 S2	P1 P3 P2	P1 P2 P3	Y+
20.	OR	[P1]S1R [P2]S2R	P1 S1	[P1] [P2] P1	Y
21.	OR	-S1R S1R	S1R P2 P1	P1 P2	N+
22.	OR [P1] [P2]	[P1] S1R [P2] S2R P2 P3R	P3	[P1] [P2] P2 P3	N+
23.	OR	S1R -S1R	P2 S2	P1 P2	Y+
24.	OR/S1R P1	S1R [P2] S2R -S1R	-S1 P1 S1	P1 [P2]	Y
25.	OR/P1	P1 S1R P1 S1R P2 S2	S1 P1 S1R	P1 P2	Y+
26.	OR/S1R P1	P1 S1R	S1 P1	P1	N
27.	N/A	P1 S1R O	P1 -S1 S1R	P1	Y
28.	S1 P1 S1 O	S1R	P1 S1R P1	P1	Y
29.	OR [P1] [P2]	[P1] S1R -S1 [P2] S2R	P1 S1	[P1] P1 [P2]	Y
30.	O [P1] [P2] O	[P1] S1R [P2] S2R	P1 S1R P3 S3/S2	[P1] P1 [P2] P3	Y+
31.	OR P2 P1	S1R [P3] -S3/S1 P1 S1R -S1R	P1 P2 S2 S2/S1	P1 P2 [P3]	Y+
32.	OR P1 S1 P1	S1R -S1R	P1R	P1	N+

10 Groupings of the BBs

In this appendix, the BBs are not given in numerical order, but have been categorised into groups according to (1) discipline, (2) argument type, and (3) complexity of opinion. For each BB the breakdown of micro-argumentation is shown, divided into introduction, middle part and conclusion. The right hand columns for each of the categories also show the points made, the type of argument, and the type of opinion, respectively.

10.1 Labelling conventions

Parts of argument:

This is a reminder of the labels used for argument type and type of opinion:

Argument type:

E: Evaluation

Pr: Proposal

C: Causal

D: Definition

CD: Categorical Definition

SD: Stipulative Definition

Where there is a secondary type, this is put between brackets.

Type of opinion:

Y: Yes

N: No

Y+: Yes, but

N+, No, but

Y/N: Yes and No

10.2 Grouping 1: By discipline

BB No.				Points made
	<i>introduction</i>	<i>middle part</i>	<i>conclusion</i>	
GROUP 1: Political Sciences				
2	OR P1 -S2 P2	[P1]R/[P2] P2 S2 -S2/-S1 S2R/S1R S2R	S1 P2/P1 S1/S2	P1 P2
3	OR [P1]	OR P1 S1 -S1 S1R -S1 S1 -S1 S1R P2 S2R -S2	P1/P2	P1 P2
5	[P1]/OR	-S1R S1 P1 S1R -S1 S1 -S1 S1- S1 S1 -S1 S1R	S1R P1	P1
7	[P1] -S1R	S1 P1 S1R -S1 S1R	S1R -S1 P1	P1
9	O	S1 P1 S2R S1R -S2 S2 -S2 S2 S1R S2R	O P2 S2	P1 P2
12	OR	S1 P1 S1R -S1R S1R O S2R P2 S2R	P2 S2 P2	P1 P2
14	OR P1 P2	S1R -S1 S3 P3 S3R	S2 P2 S2R	P1 P2 P3
17	OR	O/P1/P2/P3 S1R P2 S2R P3 S3R P3	--	P1 P2 P3
21	OR	P1 S1R S2R	P1R/S2R P2	P1 P2
GROUP 2: Social Sciences				
6	OR P1	S1 -S1 S1/-S1 S1R/O P1 S1R/S2 O S2R/S3R P2 P3 -S1/-S2 S2 -S2 S2R P2 -S1 /-S2R S2 S1/S3R/-S1 P3 S1R P1	S1R/S3R P1 S1	P1 P2 P3
8	OR	P1 S1R O S1R O P2 S2R	S2 P1/S2 S1 - S2 S2R	P1 P2
10	-S1/OR/P1 S1R/OR	O S2R P2 P3 S3R [P4] S4R	P4	P1 P2 P3 P4
13	OR	S1R P1	P2 S2 P3R - S3/O	P1 P2 P3
15	OR P1 -S1 S1	S1R S2 P2 S2R	S2R OR	P1 P2
16	OR	O S1 -S1[P1] -S1R S1R	[P2] S2R P2/P1	P1 P2

GROUP 3: Health Sciences				
4	O [P1] P1 S1	S1R [P1]/P1 S1 [P1] S1R -S1 S1	-S1 P1	P1
8	OR	P1 S1R O S1R O P2 S2R	S2 P1/S2 S1 -S2 S2R	P1 P2
18	OR	S1 P1 S1R P1 S1R O	P1	P1
19	OR	[P1] P1 S1 S2 P2 S2R P3	P3 S3R	P1 P2 P3
22	S1 P1 S2 P2 S1/S2	S1R O -S2 P2 S2R -S2 S2 S3R	S3R P3	P1 P2 P3
GROUP 4: Natural and Engineering Sciences				
1	OR	S1R O	S2R P1 P2 S2 P2 P1/-S2	P1 P2
11	OR	P1 S1R P2 S2R	O/P3 S3R	P1P 2P3
20	OR	S1R OR S1R	S1 P1	P1

10.3 Grouping 2: By argument type

BB No.				type
	<i>introduction</i>	<i>middle part</i>	<i>conclusion</i>	
GROUP 1: Evaluation				
7	[P1] -S1R	S1 P1 S1R -S1 S1R	S1R -S1 P1	E
8	OR	P1 S1R O S1R O P2 S2R	S2 P1/S2 S1 -S2 S2R	E
11	OR	P1 S1R P2 S2R	O/P3 S3R	E
20	OR	S1R OR S1R	S1 P1	E
21	OR	P1 S1R S2R	P1R/S2R P2	E
5	[P1]/OR	-S1R S1 P1 S1R -S1 S1 -S1 S1-S1 S1 -S1 S1R	S1R P1	E(C)
1	OR	S1R O	S2R P1 P2 S2 P2 P1/-S2	E(P)
16	OR	O S1 -S1[P1] -S1R S1R	[P2] S2R P2/P1	E(P)
GROUP 2: Proposal				
15	OR P1 -S1 S1	S1R S2 P2 S2R	S2R OR	P(E)
9	O	S1 P1 S2R S1R -S2 S2 -S2 S2 S1R S2R	O P2 S2	P
12	OR	S1 P1 S1R -S1R S1R O S2R P2 S2R	P2 S2 P2	P
13	OR	S1R P1	P2 S2 P3R -S3/O	P
18	OR	S1 P1 S1R P1 S1R O	P1	P
22	S1 P1 S2 P2 S1/S2	S1R O -S2 P2 S2R -S2 S2 S3R	S3R P3	P
6	OR P1	S1 -S1 S1/-S1 S1R/O P1 S1R/S2 O S2R/S3R P2 P3 -S1/- S2 S2 -S2 S2R P2 -S1 /-S2R S2 S1/S3R/-S1 P3 S1R P1	S1R/S3R P1 S1	P(CD)
GROUP 3: Causal				
10	-S1/OR/P1 S1R/OR	O S2R P2 P3 S3R [P4] S4R	P4	C(P)
3	OR [P1]	OR P1 S1 -S1 S1R -S1 S1 -S1 S1R P2 S2R -S2	P1/P2	C
14	OR P1 P2	S1R -S1 S3 P3 S3R	S2 P2 S2R	C
17	OR	O/P1/P2/P3 S1R P2 S2R P3 S3R P3	--	C
19	OR	[P1] P1 S1 S2 P2 S2R P3	P3 S3R	C
GROUP 4: Definition				
2	OR P1 -S2 P2	[P1]R/[P2] P2 S2 -S2/-S1 S2R/S1R S2R	S1 P2/P1 S1/S2	CD (E)
4	O [P1] P1 S1	S1R [P1]/P1 S1 [P1] S1R -S1 S1	-S1 P1	CD(E)

10.4 Grouping 3: By complexity of opinion

BB No.				opinion
	<i>introduction</i>	<i>middle part</i>	<i>conclusion</i>	
GROUP 1: simple opinion				
3	OR [P1]	OR P1 S1 -S1 S1R -S1 S1 -S1 S1R P2 S2R -S2	P1/P2	N
4	O [P1] P1 S1	S1R [P1]/P1 S1 [P1] S1R -S1 S1	-S1 P1	N
15	OR P1 -S1 S1	S1R S2 P2 S2R	S2R OR	N
2	OR P1 -S2 P2	[P1]R/[P2] P2 S2 -S2/-S1 S2R/S1R S2R	S1 P2/P1 S1/S2	Y
5	[P1]/OR	-S1R S1 P1 S1R -S1 S1 -S1 S1-S1 S1 -S1 S1R	S1R P1	Y
6	OR P1	S1 -S1 S1/-S1 S1R/O P1 S1R/S2 O S2R/S3R P2 P3 -S1/-S2 S2 -S2 S2R P2 -S1 /-S2R S2 S1/S3R/-S1 P3 S1R P1	S1R/S3R P1 S1	Y
9	O	S1 P1 S2R S1R -S2 S2 -S2 S2 S1R S2R	O P2 S2	Y
11	OR	P1 S1R P2 S2R	O/P3 S3R	Y
14	OR P1 P2	S1R -S1 S3 P3 S3R	S2 P2 S2R	Y
7	[P1] -S1R	S1 P1 S1R -S1 S1R	S1R -S1 P1	Y
17	OR	O/P1/P2/P3 S1R P2 S2R P3 S3R P3	--	Y
18	OR	S1 P1 S1R P1 S1R O	P1	Y
19	OR	[P1] P1 S1 S2 P2 S2R P3	P3 S3R	Y
20	OR	S1R OR S1R	S1 P1	Y
GROUP 2: complex opinion				
1	OR	S1R O	S2R P1 P2 S2 P2 P1/-S2	Y+
8	OR	P1 S1R O S1R O P2 S2R	S2 P1/S2 S1 -S2 S2R	Y+
12	OR	S1 P1 S1R -S1R S1R O S2R P2 S2R	P2 S2 P2	Y+
13	OR	S1R P1	P2 S2 P3R -S3/O	Y+
16	OR	O S1 -S1[P1] -S1R S1R	[P2] S2R P2/P1	Y+
21	OR	P1 S1R S2R	P1R/S2R P2	Y+
22	S1 P1 S2 P2 S1/S2	S1R O -S2 P2 S2R -S2 S2 S3R	S3R P3	Y+
10	-S1/OR/P1 S1R/OR	O S2R P2 P3 S3R [P4] S4R	P4	N+

11 Groupings of the SEs

In this appendix, the SEs are not given in numerical order, but have been categorised into groups according to complexity of opinion. For each SE the breakdown of micro-argumentation is shown, divided into introduction, middle part and conclusion. The right hand column also shows the type of opinion.

Unlike the BBs, there are no categorisations for the SEs according to discipline and argument type. This is because the SEs can all be said to belong to the same discipline (Social Sciences/Education), and they have the same main argument type (Proposal, sometimes with Evaluation as a secondary type).

11.1 Labelling conventions

Parts of argument:

This is a reminder of the labels used for type of opinion:

Type of opinion:

Y: Yes

N: No

Y+: Yes, but

N+, No, but

Y/N: Yes and No

11.2 By complexity of opinion

SE No.				opinion
	<i>introduction</i>	<i>middle part</i>	<i>conclusion</i>	
GROUP 1: simple opinion				
1	O P1 S1 O	S1R -S1	P1 S1	Y
2	O	[P1] S1 [P2] S2R P2 S2R	P2 S2R	Y
4	OR/[P1]	S1R -S1R	S1 -S1 S1 P1	Y
17	P1 OR	S1 -S1 S1R	S1R	Y
9	O/S1R P1	S1R -S1 S1 -S1R	S1 O	Y
20	OR	[P1]S1R [P2]S2R	P1 S1	Y
24	OR/S1R P1	S1R [P2] S2R -S1R	-S1 P1 S1	Y
27	N/A	P1 S1R O	P1 -S1 S1R	Y
28	S1 P1 S1 O	S1R	P1 S1R P1	Y
29	OR [P1] [P2]	[P1] S1R -S1 [P2] S2R	P1 S1	Y
6	O -S1 O P1	-S1 S1 O -S1 S1R -S1 P1	-S1 P1	N
13	OR	[P1]S1[P1] [P2] P2 O S2R	P2	N
18	OR[P1]S1 [P2] P2	S1R [P2]/S2R	-S1 P2	N
26	OR/S1R P1	P1 S1R	S1 P1	N
GROUP 2: complex opinion				
3	OR	[P1] S1R [P2] S2R	P1 P3	Y+
7	P1 [P2] S2	S1R P1 S2R S1R	P1 S1/ S3 P1 P3	Y+
10	O/[P1] -S1	-S1R [P2] S2 -S2	P1 P3	Y+
19	OR	P1 S1 -S1/S2 P2 S2 P3 S3 S2	P1 P3 P2	Y+
23	OR	S1R -S1R	P2 S2	Y+
25	OR/P1	P1 S1R P1 S1R P2 S2	S1 P1 S1R	Y+
30	O [P1] [P2] O	[P1] S1R [P2] S2R	P1 S1R P3 S3/S2	Y+
31	OR P2 P1	S1R [P3] -S3/S1 P1 S1R -S1R	P1 P2 S2 S2/S1	Y+
8	O [P1] [P2]/P2	S1R [P2] S2	P2 P3 P2 S2 S3	N+
11	OR P1	-S1R S1R	P1 P2	N+
21	OR	-S1R S1R	S1R P2 P1	N+
22	OR [P1] [P2]	[P1] S1R [P2] S2R P2 P3R	P3	N+
32	OR P1 S1 P1	S1R -S1R	P1R	N+

GROUP 3: neutral opinion				
5	O [P1] [P2] O	S1R S2R	P3 S2/ S3 S1/S3	Y/ N
12	OR	[P1] S1R [P2] S2R	OR	Y/ N
14	O [P1]/[P2] P1/P2	P1 S1R -S1R	P1 S1 P2 S2R/S1	Y/ N
15	OR	[P1] -S1 S1 [P2] -S2 S2 P3	O	Y/ N
16	OR P1	P1 S1R [P2] S2 -S2 S2/P2	OR	Y/ N

12 Language analysis of each BB

This appendix contains the following information:

(1) instructions for language analysis, as explained in Chapter 6, and repeated here for ease of reference.

(2) The markers of organisation and contrast per BB

Note that there is no error table in the appendix, as no errors were found in the BB corpus.

12.1 Instructions for language analysis

1. Read each new piece repeatedly, in order to understand what the writer is trying to say about the essay topic or question.
2. Look at an example of completed tables, related to (a) semantic and grammatical roles and (b) errors.
3. (a) Use the overview table [below] Error! Reference source not found. to find relevant intrasentential and intersentential cohesive markers for each piece. List these in the blank tables provided, indicating whether the marker expresses organisation or contrast by putting a tick, and noting the semantic roles and grammatical roles (full lists to choose from are in the overview table Error! Reference source not found.). Note whether any subclauses are finite or non-finite. (b) Use the overview table Error! Reference source not found. to find relevant errors. Fill in the blank tables: indicate what types of errors have been made, using the table legend [see appendix 13.2] to ensure consistency in the way these are noted.

Ways of framing ideas	Grammatical roles	Semantic roles: only those related to <i>organisation or contrast</i>
Intrasentential markers	adverbial phrases/ clauses	any related to organisation/contrast
	sentential relative clauses	any related to organisation/contrast
Intersentential markers	Coordinating/ correlative conjunctions	addition, alternative, contrast
	adverbials:	
	- style disjuncts	any related to organisation/contrast
	- content disjuncts	extent of truth
	- conjuncts	- listing (enumerative, additive, equative, reinforcing) - contrastive (reformulatory, replacive, antithetic, concessive) - transitional (discoursal, temporal)
Errors	types: all those related to the communication of ideas	
	- duplication of marker (use) - sentence combination error	- wrong choice of marker (meaning) - other word choice issue

12.2 Markers of organisation and contrast per BB

<u>Marker</u>	<u>organisation?</u>	<u>contrast?</u>	<u>semantic role</u>	<u>grammatical role</u>
<u>BB1</u>				
(9) but		√	antithetic	conjunction
(9) but		√	antithetic	conjunction
(9) albeit ...		√	concessive	adverbial clause (non finite)
<u>BB2</u>				
(1) Yet		√	antithetic	conjunction
(1) Notwithstanding ...		√	concessive	adverbial clause (non finite)
(7) Yes ...		√	admissive	content disjunct (extent of truth)
(7) but		√	antithetic	conjunction
(14) Moreover	√		additive reinforcing	conjunct
(16) Yet		√	antithetic	conjunction
<u>BB3</u>				
(6) meanwhile	√		additive reinforcing	conjunct
(10) and	√		additive reinforcing	conjunction
(10) whilst		√	concessive	adverbial clause (finite)
(14) Even if		√	concessive (condition)	adverbial clause (finite)
(17) whilst ...		√	concessive	adverbial clause (non finite)
(24) despite ...		√	concessive	adverbial clause (non finite)
<u>BB4</u>				
(1) However		√	replative	conjunct
(3) and	√		additive equative	conjunction
(3) instead of ...		√	replative	adverbial clause (non finite)

(4) In fact		√	reformulatory (clarifying)	content disjunct (extent of truth)
(7) By implication	√		additive equative	conjunct
(9) But		√	antithetic	conjunction
(11) Whereas	√		additive reinforcing	adverbial clause (finite)
(13) Although		√	concessive	adverbial clause (finite)
(15) Whilst		√	concessive	adverbial clause (finite)
BB5				
(1) But		√	replacive	conjunction
(1) and	√		additive equative	conjunction
(5) But		√	replacive	conjunction
(7) On the one hand	√		additive enumerative	conjunct
(10) more importantly ...	√		additive reinforcing	content disjunct
(10) contrary to ...		√	antithetic	adverbial clause (non finite)
(13) While ...		√	concessive	adverbial clause (finite)
(14) Even if ...		√	concessive (condition)	adverbial clause (finite)
(18) but		√	antithetic	conjunction
(18) regardless		√	replacive	conjunct
BB6				
(3) despite		√	concessive	adverbial clause (non finite)
(7) and	√		additive reinforcing	conjunction
(9) but		√	antithetic	conjunction
(11) while ...		√	antithetic	adverbial clause (finite)
(12) So	√		transitional discorsal	conjunct

(20) and		√	additive reinforcing	conjunction
(23) while ...		√	concessive	adverbial clause (non finite)
(25) but		√	antithetic	conjunction
(28) and	√		additive reinforcing	conjunction
(30) not only but also	√		additive reinforcing	correlative conjunction
(32) and	√		additive reinforcing	conjunction
BB7				
(1) and	√		additive reinforcing	conjunction
(2) also	√		additive reinforcing	conjunct
(3) Yet		√	antithetic	conjunction
(3) despite		√	concessive	adverbial clause (non finite)
(9) however		√	replative	conjunct
(10) While ...		√	concessive	adverbial clause (finite)
(11) In the meantime	√		additive equative	conjunct
(13) Yet		√	antithetic	conjunct
(14) while ...		√	reformulatory	adverbial clause (finite)
(15) By contrast		√	antithetic	conjunct
(15) however		√	replative	conjunct
(16) and	√		additive reinforcing	conjunction
(16) but		√	reformulatory	conjunction
BB8				
(2) and	√		additive reinforcing	conjunction
(3) indeed	√		additive reinforcing	conjunct
(13) and	√		additive reinforcing	conjunction
(13) While		√	concessive	adverbial clause (finite)

(13) and	√		additive reinforcing	conjunction
BB9				
(6) Indeed	√		additive reinforcing	conjunct
(8) Yet		√	antithetic	conjunct
(9) and	√		additive reinforcing	conjunction
(10) while ...	√		additive reinforcing	adverbial clause (finite)
(11) Despite ...		√	antithetic	adverbial clause (non finite)
(13) though ...		√	concessive	adverbial clause (non finite)
(15) With the exception of ...		√	replacive	adverbial clause (non finite)
(18) while ...	√		additive equative	adverbial clause (finite)
(19) Interestingly though	√		antithetic	conjunct
(19) of course		√	concessive	content disjunct (extent of truth)
(19) and	√		additive equative	conjunction
(19) but		√	antithetic	conjunction
BB10				
(1) but		√	antithetic	conjunction
(1) and	√		additive reinforcing	conjunction
(1) And	√		additive reinforcing	conjunction
(2) So	√		transitional discorsal	conjunct
(5) while ...	√		additive reinforcing	adverbial clause (finite)
(7) But		√	antithetic	conjunction
(12) At the same time	√		additive reinforcing	conjunct
(16) and	√		additive reinforcing	conjunction
(20) but		√	antithetic	conjunction
(21) more importantly	√		additive reinforcing	content disjunct

(22) and	√		additive reinforcing	conjunction
(22) indeed	√		additive reinforcing	conjunct
BB11				
(1) and	√		additive reinforcing	conjunction
(1) but		√	antithetic	conjunction
(4) and	√		additive reinforcing	conjunction
(10) although ...		√	concessive	adverbial clause (finite)
(10) and	√		additive reinforcing	conjunction
(10) Furthermore	√		additive reinforcing	conjunct
BB12				
(1) But		√	antithetic	conjunction
(8) However		√	antithetic	conjunct
(18) and	√		additive reinforcing	conjunction
BB13				
(1) but		√	antithetic	conjunction
(1) also	√		additive reinforcing	conjunct
(4) indeed	√		additive reinforcing	conjunct
(12) and	√		additive reinforcing	conjunction
BB14				
(1) However		√	verificative	conjunct
(1) also	√		additive reinforcing	conjunct
(2) and	√		additive reinforcing	conjunction
(4) but		√	antithetic	conjunction
(6) But		√	antithetic	conjunction
(9) Unlike ...		√	antithetic	adverbial clause (non finite)
(11) Whilst		√	concessive	adverbial clause (finite)
(12) In addition	√		additive	conjunct

			reinforcing	
(13) Looking at ...	√		transitional discursal	adverbial clause (non finite)
(13) whilst	√		additive reinforcing	adverbial clause (finite)
(13) but		√	antithetic	conjunction
BB15				
(1) Despite		√	concessive	adverbial clause (non finite)
(6) and	√		additive reinforcing	conjunction
(7) Yet		√	antithetic	conjunct
(11) However		√	antithetic	conjunct
(11) But		√	antithetic	conjunction
BB16				
(1) and	√		additive reinforcing	conjunction
(3) However		√	antithetic	conjunct
(3) and	√		additive reinforcing	conjunction
(4) but		√	antithetic	conjunction
(4) actually		√	replacive	content disjunct (extent of truth)
(6) While		√	concessive	adverbial clause (finite)
(12) or		√	replacive	conjunction
(12) in effect	√		reformulatory	conjunct
(20) and	√		additive reinforcing	conjunction
(20) yet		√	antithetic	conjunction
(21) and	√		additive reinforcing	conjunction
(21) Far from ...		√	replacive	adverbial clause (non finite)
BB17				
(1) but		√	antithetic	conjunction
(2) Although		√	concessive	adverbial clause (finite)
(4) Whilst		√	antithetic	adverbial clause

				(finite)
(9) Regardless of		√	replacive	adverbial clause (non finite)
(10) and	√		additive reinforcing	conjunction
BB18				
(1) but		√	antithetic	conjunction
(1) and	√		additive reinforcing	conjunction
(1) and	√		additive reinforcing	conjunction
(1) Yet		√	antithetic	conjunction
(7) But		√	reformulatory	conjunction
(9) On the other hand		√	replacive	conjunct
(9) and	√		additive reinforcing	conjunction
BB19				
(1) However		√	antithetic	conjunct
(5) and	√		additive reinforcing	conjunction
(11) However		√	antithetic	conjunct
(16) However		√	replacive	conjunct
(17) But		√	replacive	conjunction
BB20				
(1) While		√	antithetic	adverbial clause (finite)
(8) while		√	antithetic	adverbial clause (finite)
BB21				
(1) However		√	antithetic	conjunct
(5) at least		√	reformulatory	conjunct
(8) but		√	antithetic	conjunction
(13) but		√	antithetic	conjunction
(14) also	√		additive reinforcing	conjunct
BB22				
(1) Although		√	concessive	adverbial clause (finite)

(7) However		√	antithetic	conjunct
(10) Additionally	√		additive reinforcing	conjunct
(11) In fact	√		additive reinforcing	conjunct
(11) although		√	concessive	adverbial clause (finite)
(13) That said		√	concessive	conjunct
(14) but		√	antithetic	conjunction
(15) and	√		additive reinforcing	conjunction

13 Language analysis of each SE and errors

This appendix contains the following information:

- (1) The markers of organisation and contrast per SE
- (2) The errors in the SEs

*Note: in Table 1 below, * denotes that there is a semantic error in the use of the marker.*

13.1 Markers of organisation and contrast per SE

<u>Marker</u>	<u>organisation?</u>	<u>contrast?</u>	<u>semantic role</u>	<u>grammatical role</u>
SE1				
(5) also	√		additive reinforcing	conjunct
(7) On the other hand		√	antithetic	conjunct
SE2				
(2)* However	√		additive enumerative	conjunct
(5) In contrast		√	antithetic	conjunct
(10) in addition	√		additive reinforcing	conjunct
(11) also	√		additive reinforcing	conjunct
SE3				
(6) and	√		additive reinforcing	conjunction
(6) also	√		additive reinforcing	conjunct
(12) also	√		additive reinforcing	conjunct
(14) However		√	antithetic	conjunct
(14)* but		√	additive reinforcing	conjunction

SE4				
(1) and	√		additive reinforcing	conjunction
(4) also	√		additive reinforcing	conjunct
(5) and	√		additive reinforcing	conjunction
(6) in fact	√		additive reinforcing	content disjunct (extent of truth)
(7) However		√	antithetic	conjunct
(11) On the other hand		√	antithetic	conjunct
(11) and	√		additive reinforcing	conjunction
SE5				
(3) Firstly [sic]	√		additive enumerative	conjunct
(4) Secondly	√		additive enumerative	conjunct
(5) In addition	√		additive reinforcing	conjunct
(6) On the other hand		√	antithetic	conjunct
(9) Furthermore [sic]	√		additive reinforcing	conjunct
SE6				
(1) but		√	antithetic	conjunction
(3) first of all	√		additive enumerative	conjunct
(5) but		√	replacive	conjunction
(6) Also	√		additive reinforcing	conjunct
(7) In the other hand [sic]		√	antithetic	conjunct
(8) and	√		additive reinforcing	conjunction
(9) also	√		additive reinforcing	conjunct
(10) Now	√		transitional discorsal	conjunct
(13) also	√		additive reinforcing	conjunct

(15) also	√		additive reinforcing	conjunct
(18) Finally	√		additive enumerative	conjunct
(18)* although ...		√	concessive	adverbial clause (finite)
(18) * but		√	antithetic	conjunction
SE7				
(2) but		√	antithetic	conjunction
(3) and	√		additive reinforcing	conjunction
(3) and	√		additive reinforcing	conjunction
(4) On the other hand		√	antithetic	conjunct
(5) and	√		additive reinforcing	conjunction
(5) and	√		additive reinforcing	conjunction
(8) From another angle		√	concessive	conjunct
(9) and	√		additive reinforcing	conjunction
(11) and	√		additive reinforcing	conjunction
SE8				
(1)* while ...		√	antithetic	adverbial clause (finite)
(7) Even if ...		√	concessive (condition)	adverbial clause (finite)
(8) Furthermore	√		additive reinforcing	conjunct
(12) However		√	antithetic	conjunct
SE9				
(1) Or		√	replacive	conjunction
(3) First	√		additive enumerative	conjunct
(4) Second	√		additive enumerative	conjunct
(6) Finally	√		additive enumerative	conjunct
(9) But		√	antithetic	conjunction
(10) Also	√		additive reinforcing	conjunct
SE10				
(1) In spite of ...		√	concessive	adverbial clause

				(non finite)
(3) and	√		additive reinforcing	conjunction
(4) In addition	√		additive reinforcing	conjunct
(5) What is more	√		additive reinforcing	conjunct
(6) On the other hand		√	antithetic	conjunct
(8)* In contrast	√		additive reinforcing	conjunct
SE11				
(1) while...		√	antithetic	adverbial clause (finite)
(1) and	√		additive reinforcing	conjunction
(3) not only ...but also	√		additive reinforcing	correlative conjunction
(5) Moreover	√		additive reinforcing	conjunct
(7) On the other hand		√	antithetic	conjunct
(8) (9) not only... but also	√		additive reinforcing	correlative conjunction
(11) Futhermore [sic]	√		additive reinforcing	conjunct
SE12				
(1) and	√		additive reinforcing	conjunction
(1) also	√		additive reinforcing	conjunct
(1) But		√	replacive	conjunction
(8) and	√		additive reinforcing	conjunction
(10) However		√	antithetic	conjunct
(17) In fact	√		additive reinforcing	conjunct
SE13				
(1) However		√	antithetic	conjunct
(2) First of all	√		additive enumerative	conjunct
(3) In addition	√		additive reinforcing	conjunct
(5) on the other hand		√	antithetic	conjunct
(5) and	√		additive reinforcing	conjunction
(6) Secondly	√		additive enumerative	conjunct

(8) Moreover	√		additive reinforcing	conjunct
(11) but		√	antithetic	conjunction
SE14				
(2) on the one hand	√		additive enumerative	conjunct
(5) Secondly	√		additive enumerative	conjunct
(6) However		√	antithetic	conjunct
SE15				
(1) and	√		additive reinforcing	conjunction
(7) In other hand [sic]		√	antithetic	conjunct
(9) and	√		additive reinforcing	conjunction
(9) in secondhand [sic]		√	antithetic	conjunct
SE16				
(2) On the one hand	√		additive enumerative	conjunct
(7) On the other hand		√	antithetic	conjunct
(9) But		√	antithetic	conjunction
(11) finally	√		additive reinforcing	conjunct
(11) and	√		additive reinforcing	conjunction
SE17				
(1) and	√		additive reinforcing	conjunction
(1) In addition	√		additive reinforcing	conjunct
(2)*At the beginning	√		additive enumerative	conjunct
(3)* Although...		√	concessive	adverbial clause (finite)
4) * But		√	antithetic	conjunction
(5)* Besides of that [sic]	√		additive reinforcing	conjunct
(6) However		√	antithetic	conjunct
(8) Additionally to that	√		additive reinforcing	conjunct
(9)* Whereas ...		√	antithetic	adverbial clause (finite)
(10) * On other hand [sic]	√		additive reinforcing	conjunct
(11) and	√		additive	conjunction

			reinforcing	
(13) * While ...		√	additive reinforcing	adverbial clause (finite)
SE18				
(1) while		√	antithetic	adverbial clause (finite)
(5) * Nevertheless		√	antithetic	conjunct
(8) to be more accurate	√		additive reinforcing	conjunct
SE19				
(1) However		√	antithetic	conjunct
(5)* Also		√	antithetic	conjunct
(9) *also		√	antithetic	conjunct
(10) Also	√		additive reinforcing	conjunct
(11) but		√	antithetic	conjunction
SE20				
(4) In fact		√	reformulatory	conjunct
(6) What is more	√		additive reinforcing	conjunct
(7) On the other hand		√	antithetic	conjunct
(11)* Besides	√		additive reinforcing	conjunct
(13) * However...		√	concessive (condition)	adverbial clause (finite)
SE21				
(3) rather than ...		√	replacive	adverbial clause (non finite)
(4) also	√		additive reinforcing	conjunct
(10) In contrast		√	antithetic	conjunct
(12) And	√		additive reinforcing	conjunct
(12) also	√		additive reinforcing	conjunct
(14) in fact	√		additive reinforcing	conjunct
(15) And	√		additive reinforcing	conjunct

(15) also	√		additive reinforcing	conjunct
(18) but		√	antithetic	conjunction
(18) but		√	antithetic	conjunction
SE22				
(1)* Although		√	concessive	adverbial clause (finite)
(2) On the one hand	√		additive enumerative	conjunct
(6) Also	√		additive reinforcing	conjunct
(7) On the other hand		√	antithetic	conjunct
(10) Also	√		additive reinforcing	conjunct
(13) And	√		additive reinforcing	conjunct
(14) Furthermore	√		additive reinforcing	conjunct
(15) but		√	antithetic	conjunction
SE23				
(1) and	√		additive reinforcing	conjunct
(2) With regards to the positive impacts	√		transitional discoursal	adverbial clause (non finite)
(4) In addition	√		additive reinforcing	conjunct
(10) On the other hand		√	antithetic	conjunct
(15) but		√	antithetic	conjunction
(15) However		√	replacive	conjunct
SE24				
(1) However		√	replacive	conjunct
(1) but		√	antithetic	conjunction
(2) First of all	√		additive enumerative	conjunct
(7) Furthermore	√		additive enumerative	conjunct
(11) Having said this		√	antithetic	conjunct
(14) On the other hand		√	antithetic	conjunct
(15) Also	√		additive reinforcing	conjunct

(16) although ...		√	concessive	adverbial clause (finite)
SE25				
(9) and	√		additive reinforcing	conjunction
(10) Nevertheless		√	concessive	conjunct
(13) However		√	antithetic	conjunct
SE26				
(2) First	√		additive enumerative	conjunct
(4) also	√		additive reinforcing	conjunct
(5) * In other hand [sic]	√		antithetic	conjunct
(6) Also	√		additive reinforcing	conjunct
(9) And	√		additive reinforcing	conjunct
(10) Third	√		additive enumerative	conjunct
(11) or		√	replacive	conjunction
SE27				
(2) First of all	√		additive enumerative	conjunct
(3) *Second	√		additive enumerative	conjunct
(4) and	√		additive reinforcing	conjunction
(7) and	√		additive reinforcing	conjunct
(11) *On the other hand	√		additive enumerative	conjunct
(12) and	√		additive reinforcing	conjunction
(12) also	√		additive reinforcing	conjunct
(13) also	√		additive reinforcing	conjunct
(14) but		√	antithetic	conjunction
(14) and	√		additive reinforcing	conjunction
SE28				
(7) Also	√		additive reinforcing	conjunct
(8) In additions [sic]	√		additive reinforcing	conjunct

(11) Also	√		additive reinforcing	conjunct
(12) In addition	√		additive reinforcing	conjunct
(14) Also	√		additive reinforcing	conjunct
(14) In addition	√		additive reinforcing	conjunct
SE29				
(1) Nevertheless	√		concessive	conjunct
(1) However	√		antithetic	conjunct
(2) On the one hand		√	additive enumerative	conjunct
(5) However		√	antithetic	conjunct
(10) On the other hand		√	antithetic	conjunct
SE30				
(1)*While		√	antithetic	adverbial clause (finite)
(1) so	√		transitional discorsal	conjunct
(1) or		√	replative	conjunction
(5) and	√		additive reinforcing	conjunction
(9) Moreover	√		additive reinforcing	conjunct
(10) and	√		additive reinforcing	conjunction
(10) also	√		additive reinforcing	conjunct
(11) not only...but ... as well	√		additive reinforcing	correlative conjunction
(11) However		√	antithetic	conjunct
SE31				
(1) and	√		additive reinforcing	conjunction
(1) of course	√		additive reinforcing	conjunct
(1) As to ...	√		transitional discorsal	adverbial clause (non finite)
(2) but		√	antithetic	conjunction
(3) In other hand [sic]		√	antithetic	conjunct
(3) although ...		√	concessive	adverbial clause (finite)

(6) Moreover	√		additive reinforcing	conjunct
(8) *In other point [sic]	√		additive reinforcing	conjunct
(9) * Therefore		√	antithetic	conjunct
(15) and	√		additive reinforcing	conjunction
(15) *By contrast	√		additive reinforcing	conjunct
SE32				
(1) and	√		additive reinforcing	conjunction
(16) In fact	√		reformulatory	conjunct
(20) of course	√		additive reinforcing	conjunct
(22) As I mentioned above	√		transitional discorsal	adverbial clause (finite)
(22) * but	√		additive reinforcing	conjunction

13.2 Errors made in the SEs

Legend:

x / y: marker normally expresses x but context shows that it is intended to mean y, e.g. addition/reason
 x/ --: marker normally expresses x but the context shows that the role of x does not fit e.g. contrast/ --
 'duplication' refers to the error where two phrases are used when normally there would be one

<u>(place in text)</u>	<u>rhetoical errors</u>
connector	
SE1	(N/A)
SE2	
(2) However	contrast / additive enumerative
(8) So	duplication: because/so
SE3	
(1) Consequently	result / --
(1) therefore	result / --
(8) because	reason / contrast
(14) In conclusion, to sum up	duplication
(14) However ... but	duplication
(14) but	contrast/ result <i>or</i> additive
SE4, SE5	(N/A)
SE6	
(1) Surly [sic]	word choice: strange choice at the start of the essay (content disjunct: conviction)
(18) although, but	duplication
SE7	
(3) and (the student...)	addition/ contrast
(6) and	addition/ contrast
(13) so	error in sentence combination or clause structure
SE8	
(1) while	other error: the word 'not' is missing
SE9	
(8) which	<i>relative pronoun/ concessive</i> ('although')
SE10	
(8) In contrast	antithetic/ concessive
SE11, SE12	N/A)
SE13	
(1) because...Therefore	duplication
SE14, SE15, SE16	(N/A)
SE17	
(2) At the beginning	word choice: should probably say: <i>Firstly</i>
(3) Although ...	error in sentence combination
(3)(4) Although...But	duplication
(5) Besides of that [sic]	error in sentence combination or clause structure

(9) Whereas now	error in sentence combination or clause structure
(10) On other hand [sic]	antithetic/ additive
(13) While can be [sic]	error in sentence combination or clause structure
(14) because	reason/--
SE18	
(5) Nevertheless	concessive/ antithetic
(6) even	word choice: should probably be <i>even if</i>
(8) to be more accurate	corrective / additive
SE19	
(5) Also	additive / antithetic
(9) also	additive / antithetic
SE20	
(11) Besides	-error in sentence combination or clause structure -word choice: should probably say: Furthermore, ...
(13) however, their score	word choice: should probably say: <i>even if their score... will be low</i>
SE21	(N/A)
SE22	
(1) Although	error in sentence combination or clause structure
SE23	
(13) Another point to add,	-error in sentence combination or clause structure: used here in the same way as 'additionally'.
SE24	(N/A)
SE25	
(3) so that	resultive/ reason
SE26	
(8) In addition to	error in sentence combination or clause structure
(9) so	resultive/ reason
(11) So	resultive/ condition
(13) Finally	additive enumerative/ summative
SE27	
(2) First of all, (3) Second	other error: parallel structure with (2) suggests that (3) should introduce a P, not S
(11) On the other hand	antithetic/ --
SE28, SE29	(N/A)
SE30	
(1) While	error in sentence combination or clause structure
SE31	
(8) In other point	error in clause structure: <i>Another point is that ...</i>
(9) Therefore	resultive/ antithetic
SE32	
(6) As President ... (7) As he said	error in sentence combination or clause structure
(15) By contrast	antithetic/ additive
(22) But	antithetic/ additive

14 Markers of organisation in the BBs

This appendix contains the following information:

(1) The markers of organisation in the BBs listed by frequency of marker

Each row shows, in that order, *place*, *grammatical function*, and *semantic purpose* of the markers.

AND (35)

BB3	conjunction	additive reinforcing
BB4	conjunction	additive equative
BB5	conjunction	additive equative
BB6	conjunction	additive reinforcing
BB7	conjunction	additive reinforcing
BB7	conjunction	additive reinforcing
BB8	conjunction	additive reinforcing
BB8	conjunction	additive reinforcing
BB8	conjunction	additive reinforcing
BB9	conjunction	additive reinforcing
BB9	conjunction	additive equative
BB10	conjunction	additive reinforcing
BB11	conjunction	additive reinforcing
BB11	conjunction	additive reinforcing
BB11	conjunction	additive reinforcing
BB12	conjunction	additive reinforcing
BB13	conjunction	additive reinforcing
BB14	conjunction	additive reinforcing
BB15	conjunction	additive reinforcing
BB16	conjunction	additive reinforcing
BB17	conjunction	additive reinforcing
BB18	conjunction	additive reinforcing
BB18	conjunction	additive reinforcing
BB18	conjunction	additive reinforcing
BB19	conjunction	additive reinforcing
BB22	conjunction	additive reinforcing

ALSO (4)

BB7	conjunct	additive reinforcing
BB13	conjunct	additive reinforcing
BB14	conjunct	additive reinforcing
BB21	conjunct	additive reinforcing

INDEED (4)

BB8	conjunct	additive reinforcing
BB9	conjunct	additive reinforcing
BB10	conjunct	additive reinforcing
BB13	conjunct	additive reinforcing

WHILE (3)

BB9	adverbial clause (finite)	additive reinforcing
BB9	adverbial clause (finite)	additive equative
BB10	adverbial clause (finite)	additive reinforcing

SO (2)

BB6	conjunct	transitional discoursal
BB10	conjunct	transitional discoursal

MORE IMPORTANTLY (2)

BB5	content disjunct	additive reinforcing
BB10	content disjunct	additive reinforcing

ADDITIONALLY (1)

BB22	conjunct	additive reinforcing
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IN ADDITION (1)

BB14	conjunct	additive reinforcing
------	----------	----------------------

MOREOVER (1)

BB2	conjunct	additive reinforcing
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WHILST (1)

BB14	adverbial clause (finite)	additive reinforcing
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ON THE ONE HAND (1)

BB5	conjunct	additive enumerative
-----	----------	----------------------

IN FACT (1)

BB22	conjunct	additive reinforcing
------	----------	----------------------

WHEREAS (1)

BB4	adverbial clause (finite)	additive reinforcing
-----	------------------------------	----------------------

IN THE MEANTIME (1)

BB7	conjunct	additive equative
-----	----------	-------------------

NOT ONLY BUT ALSO (1)

BB6	correlative conjunction	additive reinforcing
-----	-------------------------	----------------------

FURTHERMORE (1)

BB11	conjunct	additive reinforcing
------	----------	----------------------

AT THE SAME TIME (1)

BB10	conjunct	additive reinforcing
------	----------	----------------------

BY IMPLICATION (1)

BB4	conjunct	additive equative
-----	----------	-------------------

MEANWHILE (1)

BB3	conjunct	additive reinforcing
-----	----------	----------------------

LOOKING AT (1)

BB14	adverbial clause (non finite)	transitional discorsal
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15 Markers of organisation in the SEs

This appendix contains the following information:

(1) The markers of organisation listed by frequency of marker

Each row shows, in that order, *place*, *grammatical function*, and *semantic purpose* of the markers.

AND (36)

SE3	conjunction	additive reinforcing
SE4	conjunction	additive reinforcing
SE4	conjunction	additive reinforcing
SE4	conjunction	additive reinforcing
SE6	conjunction	additive reinforcing
SE7	conjunction	additive reinforcing
SE10	conjunction	additive reinforcing
SE11	conjunction	additive reinforcing
SE12	conjunction	additive reinforcing
SE12	conjunction	additive reinforcing
SE13	conjunction	additive reinforcing
SE15	conjunction	additive reinforcing
SE15	conjunction	additive reinforcing
SE16	conjunction	additive reinforcing
SE17	conjunction	additive reinforcing
SE17	conjunction	additive reinforcing
SE21	conjunction	additive reinforcing
SE21	conjunction	additive reinforcing
SE22	conjunction	additive reinforcing
SE23	conjunction	additive reinforcing
SE25	conjunction	additive reinforcing
SE26	conjunction	additive reinforcing
SE27	conjunction	additive reinforcing
SE30	conjunction	additive reinforcing
SE30	conjunction	additive reinforcing
SE31	conjunction	additive reinforcing
SE31	conjunction	additive reinforcing
SE32	conjunction	additive reinforcing

ALSO (26)

SE1	conjunct	additive reinforcing
SE2	conjunct	additive reinforcing
SE3	conjunct	additive reinforcing
SE3	conjunct	additive reinforcing
SE4	conjunct	additive reinforcing
SE6	conjunct	additive reinforcing
SE9	conjunct	additive reinforcing
SE12	conjunct	additive reinforcing
SE19	conjunct	additive reinforcing
SE21	conjunct	additive reinforcing
SE21	conjunct	additive reinforcing
SE21	conjunct	additive reinforcing
SE22	conjunct	additive reinforcing
SE22	conjunct	additive reinforcing
SE24	conjunct	additive reinforcing
SE26	conjunct	additive reinforcing
SE26	conjunct	additive reinforcing
SE27	conjunct	additive reinforcing
SE27	conjunct	additive reinforcing
SE28	conjunct	additive reinforcing
SE28	conjunct	additive reinforcing
SE28	conjunct	additive reinforcing
SE30	conjunct	additive reinforcing

IN ADDITION/ IN ADDITIONS [sic] (9)

SE2	conjunct	additive reinforcing
SE5	conjunct	additive reinforcing
SE10	conjunct	additive reinforcing
SE13	conjunct	additive reinforcing
SE17	conjunct	additive reinforcing
SE23	conjunct	additive reinforcing
SE28	conjunct	additive reinforcing
SE28	conjunct	additive reinforcing
SE28	conjunct	additive reinforcing

FURTHERMORE (5)

SE5	conjunct	additive reinforcing
SE8	conjunct	additive reinforcing
SE11	conjunct	additive reinforcing
SE22	conjunct	additive reinforcing
SE24	conjunct	additive reinforcing

ON THE ONE HAND (4)

SE14	conjunct	additive enumerative
SE16	conjunct	additive enumerative
SE22	conjunct	additive enumerative
SE29	conjunct	additive enumerative

FIRST OF ALL (4)

SE6	conjunct	additive enumerative
SE13	conjunct	additive enumerative
SE24	conjunct	additive enumerative
SE27	conjunct	additive enumerative

MOREOVER (4)

SE11	conjunct	additive reinforcing
SE13	conjunct	additive reinforcing
SE30	conjunct	additive reinforcing
SE31	conjunct	additive reinforcing

SECONDLY (3)

SE5	conjunct	additive enumerative
SE13	conjunct	additive enumerative
SE14	conjunct	additive enumerative

FINALLY (3)

SE6	conjunct	additive enumerative
SE9	conjunct	additive enumerative
SE16	conjunct	additive enumerative

IN FACT (3)

SE4	content disjunct	additive reinforcing
SE12	conjunct	additive reinforcing
SE21	conjunct	additive reinforcing

NOT ONLY ... BUT ALSO/ AS WELL (3)

SE11	correlative conjunction	additive reinforcing
SE11	correlative conjunction	additive reinforcing
SE30	correlative conjunction	additive reinforcing

FIRST (2)

SE9	conjunct	additive enumerative
SE26	conjunct	additive enumerative

SECOND (2)

SE9	conjunct	additive enumerative
SE27	conjunct	additive enumerative

WHAT IS MORE (2)

SE10	conjunct	additive reinforcing
SE20	conjunct	additive reinforcing

BESIDES (OF THAT) (2)

SE17*	conjunct	additive reinforcing
SE20	conjunct	additive reinforcing

OF COURSE (2)

SE31	conjunct	additive reinforcing
SE32	conjunct	additive reinforcing

BUT (2)

SE3*	conjunction	additive reinforcing
SE32*	conjunction	additive reinforcing

FIRSTLY (1)

SE5	conjunct	additive enumerative
-----	----------	----------------------

THIRD (1)

SE26	conjunct	additive enumerative
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AT THE BEGINNING (1)

SE17	conjunct	additive enumerative
------	----------	----------------------

ON THE OTHER HAND (1)

SE17*	conjunct	additive reinforcing
-------	----------	----------------------

ADDITIONALLY TO THAT (1)

SE17	conjunct	additive reinforcing
------	----------	----------------------

WITH REGARDS TO (1)

SE23	adverbial clause (non finite)	transitional discoursal
------	-------------------------------	-------------------------

NOW (1)

SE6	conjunct	transitional discoursal
-----	----------	-------------------------

TO BE MORE ACCURATE (1)

SE18	conjunct	additive reinforcing
------	----------	----------------------

AS I MENTIONED ABOVE (1)

SE32	adverbial clause (finite)	transitional discoursal
------	---------------------------	-------------------------

SO (1)

SE30	conjunct	transitional discoursal
------	----------	-------------------------

BY CONTRAST (1)

SE31*	conjunct	additive reinforcing
-------	----------	----------------------

IN OTHER POINT [sic] (1)

SE31	conjunct	additive reinforcing
------	----------	----------------------

AS TO (1)

SE31	adverbial clause (non finite)	transitional discoursal
------	-------------------------------	-------------------------

HOWEVER (1)

SE2*	conjunct	additive enumerative
------	----------	----------------------

WHILE (1)

SE17*	adverbial clause (finite)	additive reinforcing
-------	---------------------------	----------------------

IN CONTRAST (1)

SE10*	conjunct	additive reinforcing
-------	----------	----------------------

ON OTHER HAND [sic] (1)

SE27*	conjunct	additive enumerative
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16 Markers of contrast in the BBs

This appendix contains the following information:

(1) The markers of contrast listed by frequency of marker.

Each row shows, in that order, *place*, *grammatical function*, and *semantic function* of the markers.

BUT (29)

BB1	conjunction	antithetic
BB1	conjunction	antithetic
BB2	conjunction	antithetic
BB4	conjunction	antithetic
BB5	conjunction	replacive
BB5	conjunction	replacive
BB5	conjunction	antithetic
BB6	conjunction	antithetic
BB6	conjunction	antithetic
BB7	conjunction	reformulatory
BB9	conjunction	antithetic
BB10	conjunction	antithetic
BB10	conjunction	antithetic
BB10	conjunction	antithetic
BB11	conjunction	antithetic
BB12	conjunction	antithetic
BB13	conjunction	antithetic
BB14	conjunction	antithetic
BB14	conjunction	antithetic
BB14	conjunction	antithetic
BB15	conjunction	antithetic
BB16	conjunction	antithetic
BB17	conjunction	antithetic
BB18	conjunction	antithetic
BB18	conjunction	reformulatory
BB19	conjunction	replacive
BB21	conjunction	antithetic
BB21	conjunction	antithetic
BB22	conjunction	antithetic

HOWEVER (12)

BB4	conjunct	replacive
BB7	conjunct	replacive
BB7	conjunct	replacive
BB12	conjunct	antithetic
BB14	conjunct	verificative
BB15	conjunct	antithetic
BB16	conjunct	antithetic
BB19	conjunct	antithetic
BB19	conjunct	antithetic
BB19	conjunct	replacive
BB21	conjunct	antithetic
BB22	conjunct	antithetic

WHILE (9)

BB5	adverbial clause (finite)	concessive
BB6	adverbial clause (finite)	antithetic
BB6	adverbial clause (non finite)	concessive
BB7	adverbial clause (finite)	concessive
BB7	adverbial clause (finite)	reformulatory
BB8	adverbial clause (finite)	concessive
BB16	adverbial clause (finite)	concessive
BB20	adverbial clause (finite)	antithetic
BB20	adverbial clause (finite)	antithetic

YET (8)

BB2	conjunction	antithetic
BB2	conjunction	antithetic
BB7	conjunction	antithetic
BB7	conjunction	antithetic
BB9	conjunction	antithetic
BB15	conjunction	antithetic
BB16	conjunction	antithetic
BB18	conjunction	antithetic

(AL)THOUGH (6)

BB4	adverbial clause (finite)	concessive
BB9	adverbial clause (finite)	concessive
BB11	adverbial clause (finite)	concessive
BB17	adverbial clause (finite)	concessive
BB22	adverbial clause (finite)	concessive
BB22	adverbial clause (finite)	concessive

WHILST (5)

BB3	adverbial clause (finite)	concessive
BB3	adverbial clause (non finite)	concessive
BB4	adverbial clause (finite)	concessive
BB14	adverbial clause (finite)	concessive
BB17	adverbial clause (finite)	antithetic

DESPITE (5)

BB3	adverbial clause (non finite)	concessive
BB6	adverbial clause (non finite)	concessive
BB7	adverbial clause (non finite)	concessive
BB9	adverbial clause (non finite)	antithetic
BB15	adverbial clause (non finite)	concessive

EVEN IF (2)

BB3	adverbial clause (finite)	concessive (condition)
BB5	adverbial clause (finite)	concessive (condition)

ACTUALLY (1)

BB16	content disjunct	replacive
------	------------------	-----------

OR (1)

BB16	conjunction	replacive
------	-------------	-----------

IN EFFECT (1)

BB16	conjunct	reformulatory
------	----------	---------------

INTERESTINGLY THOUGH (1)

BB9	conjunct	antithetic
-----	----------	------------

ON THE OTHER HAND (1)

BB18	conjunct	replacive
------	----------	-----------

CONTRARY TO (1)

BB5	adverbial clause (non finite)	antithetic
-----	-------------------------------	------------

AT LEAST (1)

BB21	conjunct	reformulatory
------	----------	---------------

THAT SAID (1)

BB22	conjunct	concessive
------	----------	------------

INSTEAD OF (1)

BB4	adverbial clause (non finite)	replacive
-----	-------------------------------	-----------

BY CONTRAST (1)

BB7	conjunct	antithetic
-----	----------	------------

IN FACT (1)

BB4	content disjunct	reformulatory
-----	------------------	---------------

ALBEIT (1)

BB1	adverbial clause (non finite)	concessive
-----	-------------------------------	------------

NOTWITHSTANDING (1)

BB2	adverbial clause (non finite)	concessive
-----	-------------------------------	------------

YES (1)

BB2	content disjunct	concessive
-----	------------------	------------

REGARDLESS (1)

BB5	conjunct	replacive
-----	----------	-----------

REGARDLESS OF (1)

BB17	adverbial clause (non finite)	replacive
------	-------------------------------	-----------

WITH THE EXCEPTION OF (1)

BB9	adverbial clause (non finite)	replacive
-----	-------------------------------	-----------

UNLIKE (1)

BB14	adverbial clause (non finite)	antithetic
------	-------------------------------	------------

FAR FROM (1)

BB16	adverbial clause (non finite)	replacive
------	-------------------------------	-----------

OF COURSE (1)

BB9	content disjunct	concessive
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17 Markers of contrast in the SEs

This appendix contains the following information:

(1) The markers of contrast listed by frequency of marker

Each row shows, in that order, *place*, *grammatical function*, and *semantic function* of the markers.

ON THE OTHER HAND and (incorrect) variations (18)

SE2	conjunct	antithetic
SE4	conjunct	antithetic
SE5	conjunct	antithetic
SE6	conjunct	antithetic
SE7	conjunct	antithetic
SE10	conjunct	antithetic
SE11	conjunct	antithetic
SE13	conjunct	antithetic
SE15	conjunct	antithetic
SE15	conjunct	antithetic
SE16	conjunct	antithetic
SE20	conjunct	antithetic
SE22	conjunct	antithetic
SE23	conjunct	antithetic
SE24	conjunct	antithetic
SE26	conjunct	antithetic
SE29	conjunct	antithetic
SE31	conjunct	antithetic

BUT (18)

SE3	conjunction	additive reinforcing
SE6	conjunction	replacive
SE6	conjunction	antithetic
SE6	conjunction	antithetic
SE7	conjunction	antithetic
SE9	conjunction	antithetic
SE12	conjunction	replacive
SE13	conjunction	antithetic
SE16	conjunction	antithetic
SE17	conjunction	antithetic
SE19	conjunction	antithetic
SE21	conjunction	antithetic
SE21	conjunction	antithetic
SE22	conjunction	antithetic
SE23	conjunction	antithetic
SE24	conjunction	antithetic
SE27	conjunction	antithetic
SE31	conjunction	antithetic

HOWEVER (15)

SE3	conjunct	antithetic
SE4	conjunct	antithetic
SE8	conjunct	antithetic
SE12	conjunct	antithetic
SE13	conjunct	antithetic
SE14	conjunct	antithetic
SE17	conjunct	antithetic
SE19	conjunct	antithetic
SE20*	adverbial clause (finite)	concessive (condition)
SE23	conjunct	replacive
SE24	conjunct	replacive
SE25	conjunct	antithetic
SE29	conjunct	antithetic
SE29	conjunct	antithetic
SE30	conjunct	antithetic

WHILE (4)

SE8	adverbial clause (finite)	antithetic
SE11	adverbial clause (finite)	antithetic
SE18	adverbial clause (finite)	antithetic
SE30	adverbial clause (finite)	antithetic

ALTHOUGH (4)

SE17	adverbial clause (finite)	concessive
SE22	adverbial clause (finite)	concessive
SE24	adverbial clause (finite)	concessive
SE31	adverbial clause (finite)	concessive

NEVERTHELESS (3)

SE18	conjunct	antithetic
SE25	conjunct	concessive
SE29	conjunct	concessive

OR (3)

SE9	conjunction	replacive
SE26	conjunction	replacive
SE30	conjunction	replacive

ALSO (2)

SE19*	conjunct	antithetic
SE19*	conjunct	antithetic

IN FACT (2)

SE20	conjunct	reformulatory
SE32	conjunct	reformulatory

IN CONTRAST (2)

SE2	conjunct	antithetic
SE21	conjunct	antithetic

FROM ANOTHER ANGLE (1)

SE7	conjunct	concessive
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WHEREAS (1)

SE17	adverbial clause (finite)	antithetic
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EVEN IF (1)

SE8	adverbial clause (finite)	concessive
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IN SPITE OF (1)

SE10	adverbial clause (non finite)	concessive
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RATHER THAN (1)

SE21	adverbial clause (non finite)	replacive
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HAVING SAID THIS (1)

SE24	conjunct	antithetic
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THEREFORE (1)

SE31*	conjunct	antithetic
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