**GP Skill Development Workshop**

Title: Analysis of the question

**1. Overview**

The understanding of the requirements of the question is very imperative as it determines how you derive the facts, arguments and examples to write your essay. In the analysis of the essay and brainstorming of the ideas and facts for the essay, it helps to develop the thinking acumen to derive the answer effectively and quickly. When students can develop the analysis, they are able to assure if they can do this question or not. This will prevent the problem in choosing the wrong essay question.

**2. Process to conduct analysis of the question:**

2.1 How to understand the question? (The phrases)

Students must understand the requirement of the questions to as it gives you an overview of the question and the specifications on how to answer the question. To understand the requirements of the question, students must observe the following areas of concern:

i) Key phrases, subjects and words as these are subjects that cover the theme and areas of discussion. Understanding these subjects are important as the meaning of these words determines the way you write your observation part of the introduction and how you lay out the arguments.

ii) Implications from words like, ‘should’, ‘can’, ‘rather than’ and others as they provide the language expression needed in the development of arguments.

iii) The yardstick of the discussion on how you make the argument which determines the way you achieve the relevancy in the discussion.

2.2 How to derive the structure (nature of discussion)

There are several main types of structure for essay writing. Knowing the type of essay structure and develop one to answer the question as it is a wise approach under examination condition as it provides a good direction on how you can answer the question in a systematic order. The main types of the structure of GCE A level examinations are as follow:

1. Do you agree? type of question.

* Do handicrafts still have value when machine-produced goods are so readily available?
* ‘People today do not work as hard as they did in the past.’ How true is this of your society?
* Is pressure a motivating force or a cause for unhappiness? (Comparative)
* ‘The quality of written language is being destroyed by social media.’ What is your view?

2. Extent of Agreement type of question

* To what extent are people judged more by their physical appearance than by their abilities?
* ‘Practical ability is just as important as intellectual skills.’ How far is this true in your society?

2.3 How to derive a good argument (balance, argument, relevancy)

To derive a good argument for the essay, students must ensure that the essay is balanced with the views of discussion, a flow of argument, relevancy of points and good examples to prove the stand taken by the students or the way that students make discussion on the extent of agreement of the question.

In creating the balance of discussion in the essay, different aspects of arguments are created in the essay. In the process, students need to derive the thesis and anti-thesis statement for DYA structure and the proposition and extent of agreement to the proposition

For DYA structure, students need to derive an opposing view, a rebuttal and three supporting views to support the discussion.

For the extent of agreement, three proposing points must be derived with three extent of agreement to show the limitations of the proposition points.

2.4 How to derive the facts (category of discussion) (development of your ideas)

When the structure is attained, points or ideas are derived to support the arguments in the essay. The way to derive the points is to derive it based on the category of discussion and you form a simple idea from the category of discussion. Students need to make sure that this point you have derived can answer the argument in the paragraph.

In the development of the ideas, consideration about the relevancy of the points in the paragraph development must be formed. This is helpful in making sure that your paragraph development for the respective points are well phrased and argued.