

4.2 Controlling your paragraph: A sharp and clear focus

Step 1:

Before you start, plan your paragraph and do a “self-check”.

- ◆ *What is the author’s viewpoint and context?*
- ◆ *Which is their most important (underpinning) argument technique?* (evidence/appeal/attack/comparison)
- ◆ *Which words have I chosen to unpack and analyse?*
- ◆ *What is their purpose? What is their connection with the author’s views?*
- ◆ *Which references can be compared to the image/cartoon?*



Step 2: a sharp paragraph: Write five sentences as the “backbone” of your paragraph.

(Viewpoint): (Adopting a resolute tone), Mr Smith recommends that the younger people have more opportunities to engage with nature; it is vital for the future protection of the planet.

(Argument base: techniques that are critical to his viewpoint) Underpinning this viewpoint are appeals to environmental concerns; he compares the “unscripted joys” of nature with a duller, screen-based approach to life.

(Quotes and examples that reinforce viewpoints) Mr Smith provides real-life examples of children engaging with nature (the plankton, the birth of a dolphin and the “pelican prancing”) (emotive language and alliteration)

(Call to action) Mr Smith implores educators, parents and policymakers to ensure that children become more actively engaged.

Step 3: Rewrite the paragraph: include quotes and tease out “purpose” and intended effects

Your quotes should provide a context: do not just quote a word like “we” or “us”. Quote words with an analytical story and keep digging.

Adopting a concerned (solicitous, forthright, resolute) tone, Mr Smith recommends that the younger generation engage more actively with nature. He bases his argument on a comparison between the “unscripted joys” of nature and a dull screen-based approach to life - a comparison that he suggests impacts on a child’s wellbeing needs. The purpose (of this comparison) is to alarm educators and parents alike about the future problems of the planet should children fail to appreciate the delights of the natural world. The fact that children may not have the chance to enjoy a “prancing” pelican or the “breaching” of a dolphin would be of concern to those who realise that such natural connections are critical to the well-being needs of all children. Mr Smith, thereby, implores educators, parents and policy makers to ensure that children become more closely attuned to the natural world — for their sakes and for the sake of all living creatures.

4.3 From broad to specific: the flow of ideas

1. Your paragraph should flow from a broad (viewpoint and argument basis) to a narrower perspective (persuasive word choices). You can use adverbial phrases to steer the reader through your discussion, highlighting the significance of selected quotes.

- » **Signposting technique-based analysis:** “The editor’s depiction of children as “tech-obsessed” reflects their broader argument that children are losing their spontaneous sense of joy;
- » **Signposting word-level analysis:** Often an author cites examples to show a typical pattern of behaviour . When referring to such examples use adverbs such as: “specifically”; “typically”; “significantly”;
 - » “The editor cites a typical example of a “scuffle” between commuters to show the need for phone-free carriages. (Text 31)
 - » “An example of Mr Mach’s critical attitude is the accusatory reference to parents who drink as a lifestyle habit.” (Text 22)

2. Group together key word choices that reinforce the author’s viewpoint and that have a common purpose. It might be a description of the victim, or a comparison with other countries or a common appeal. The more you isolate — single words and techniques — the more your paragraph reads like a list. By grouping phrases you have more scope for analysis.

- » **Signposting depth of analysis:** “the author’s purpose is two-fold”; “the metaphoric phrase carries connotations of emotional distance.” “Furthermore, another purpose is to ...”

3. Table tips: your paragraph: from broad to specific analysis.

<p>Viewpoint: Mr Troy supports the widespread use of body cameras by members of the police force.</p>	<ul style="list-style-type: none"> • (for) advocates; endorses; promotes; sanctions; praises OR • (against) discredits; condemns; decries; criticises; opposes
<p>Argument base: Mr Troy opens his argument with problematic references to civil infringements. (broad focus/”structure”)</p>	<ul style="list-style-type: none"> • Evidence: “The opening anecdotal recount foreshadows Mr Troy’s critical assessment of the body cameras” OR • Appeals: The opening statistical references to the widespread use of body cameras reflect Mr Troy’s appeal for transparency.
<p>Word- level analysis (group words with a similar purpose): focus on the author’s example(s) and a specific target audience (“depth of analysis”)</p>	<ul style="list-style-type: none"> • the emotive reference to (“... “) is designed to alarm unsuspecting parents with regards to [...]; likewise, the colloquialism — “... “ — mocks those who condone [...] • The purpose of the critical image (depiction) is twofold: Mr Troy challenges members of the public to reflect upon the extent of infringements. Moreover, Mr Troy exhorts police officials to be wary of their widespread use.
<p>“Call to action”</p>	<ul style="list-style-type: none"> • prevails upon; implores; exhorts; encourages; discourages • Accordingly, Mr Troy galvanises citizens into agitating for greater controls. He hopes that awareness of the social consequences will lead to greater caution.