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GAMSAT Essay® Writing Guide

Expert Tips & Example Essays



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SECTION 2

Overview

Section 2 of the GAMSAT® exam, also known as 'Written Communication', assesses your ability to express your thoughts in a logical and effective manner in response to two sets of stimuli. According to ACER, it is meant to be a reflection of your ability to produce and develop ideas in writing. The GAMSAT® is primarily a test of reasoning skills, and this section is no exception. Markers want to see 'how students think', rather than 'what students know'. Students who are strong in science and the other sections of the GAMSAT® exam often struggle with the writing skills and time pressure involved in Section 2.

Section 2 involves 60 minutes in total for two essays, or 30 minutes per essay. In terms of breaking down your time, a common piece of advice is to follow the below:

- 5 minutes to plan
- Just under 25 minutes to write
- Using any remaining time to review.

The best way to improve your written expression is to practise. The sooner you start writing and getting feedback, the better.



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Writing is a skill. Thus, writing well requires practice, feedback, and more practice.

In the GAMSAT® you have 30 minutes to write an essay. The best way to start preparing for this section is to:

- Find a set of GAMSAT® essay quotes - Use the [Free Quote Generator](#) on our website.
- Start typing.
- After thirty minutes stop.
- Read what you have written out loud to yourself. Ask yourself:
 - Does what I have written make sense? Is it well-written, or are there mistakes that detract from the quality of the essay? Are there sentences that are long and clumsy?
 - Is what I have written interesting and original?
 - What is the central point of this piece of writing? What was I trying to say?
 - Is my central idea closely related to the theme of the prompts?
 - Have I included in-depth critical analysis? Have I demonstrated that I have thought deeply about my ideas?

If you think you have written something worth reading, let someone else read it. Listen to their criticism.

If you follow this process several things will happen:

- You'll get a good sense of how much you can type in 30 minutes.
- You'll increase the amount you can type in 30 mins.
- Most importantly, you will start to learn how to write well.

Doing well in this section is essential for getting into medicine—those that get in do well in all parts of the GAMSAT®. Importantly, however, writing well will help you in your medical career. Doctors need to be able to communicate effectively and clearly to many different audiences – patients, colleagues, and students.

Themes Checklist

GAMSAT® Section 2 Task A Themes:

Task A generally deals with socio-cultural issues and is best suited to an argumentative style of essay. Examples of themes for Task A include:

- | | | |
|--------------|--------------|-----------|
| ✓ Freedom | ✓ Science | ✓ Poverty |
| ✓ War | ✓ Technology | ✓ Wealth |
| ✓ Punishment | ✓ Crime | |

GAMSAT® Section 2 Task B Themes:

Task B centres around more personal and emotional issues, and invites a more creative or reflective essay style. This can include the following themes:

- | | | |
|--------------|-------------|---------------|
| ✓ Friendship | ✓ Youth | ✓ Originality |
| ✓ Love | ✓ Ageing | ✓ Conformity |
| ✓ Beauty | ✓ Suffering | ✓ Humour |

GAMSAT® Section 2 Criteria and Marking

Thought and Content		Organisation and Expression	
The quality of what is said		The quality of the structure developed and the language used	
What is made of and developed from the task		The shape and form of the piece	
The kinds of thoughts and feelings offered in response to the task		The effectiveness and fluency of the language	

These criteria can be broken into a checklist. Strong essays should:

- **Be strongly related to the theme of the prompts.**

The GAMSAT® is a test of reasoning skills: your markers want to see how you think. In order to assess this, they need to see how you have thought about the prompts provided. Essays that are unrelated give the impression of being 'pre-written', and are penalised quite heavily.

- **Be well-written and well-structured.**

Sentences should be clear and concise. Paragraphs should only contain one main idea. Introductions and conclusions should summarise the essay, and not include any information that you do not analyse in your body paragraphs.

- **Be interesting and original.**

Rather than simply arguing that the theme of the prompts is 'good' or 'bad', try to come up with something more specific. For example, for a set of prompts about research, rather than arguing that 'research is good for the development of society', you could take a more specific approach and argue that 'research is a male-dominated field that suppresses female voices'.

- **Include detailed critical analysis.**

Again, your writers want to see how you think, not 'what you know'. This means pulling your examples apart in great detail. Ask yourself questions, and answer them in your response. What were the motivations behind it? Was there a driving ideology? What were the consequences? What does this show about human society?

Control of language, i.e. grammatical structure and expression, is not assessed as an isolated criteria. It is, however, incorporated into the assessment of the overall effectiveness of the response. Your GAMSAT® essays will also be assessed on the depth of the ideas presented rather than their breadth so it is often more effective to take a few concepts and analyse them in depth rather than inundating your essay with different arguments.

Finally, ACER also notes that candidates are not assessed on the 'correctness' of the ideas or attitudes they display - It is not your opinion that matters but the way in which you express it. Each individual essay will be assessed by three independent markers.

GAMSAT® Essay Length

ACER does not provide any guidelines in regards to an essay structure, minimum word count, or how long your GAMSAT® Section 2 essays should be. However, a maxim that holds true even for the GAMSAT® Exam is 'quality over quantity'.

The quality of what you write is much more important than the quantity and as such, you should focus on what you write about, your expression, and your organisation of ideas. A basic guideline to your GAMSAT® Essay Structure is:

- An Introduction
- 3 Body Paragraphs
- A Conclusion

Note, however, that this example structure is not necessarily applicable to every type of essay. If you were to write a creative piece, the structure of your GAMSAT® Essay could certainly be more flexible. The main factor to take into account is how to best organise your ideas to ensure that your arguments are conveyed logically and coherently.

A common piece of advice is to aim for about 500 words, but the most important point is to focus on the quality of your essay rather than the quantity. If you can express an idea clearly and effectively in fewer words, then do it!

GAMSAT® Essay Study Guide - Argumentative Essays

Step 1: How to plan your GAMSAT® essay

- Understand the theme: read the quote and make sure that you look for the related ideas, not just the main theme.
- Brainstorm ideas: make use of the Ideas Bank that you've prepared. You want to have a pool of examples that can be used for many different essays.

How do you create an ideas bank?

- Go through many essay prompts to identify their theme.
- If you are stuck with finding supporting examples, do some research. Newspapers, literature, history, or just a quick search on the internet.
- Make a note of your ideas: build up your bank!
- Create a thesis: what is your main message? Is it clear? Is it communicated regularly?
- Choose a structure: consider what is most appropriate for the theme and explore your options.
- Plan body paragraphs thematically: plan your topic sentences and the main points of your thesis. Each body paragraph should have one main example, and needs to support your central argument.

Step 2: Write your GAMSAT® essay

- **Be clear & succinct**
Write in logical and well-phrased sentences that can be easily understood. You want to convince your marker: it is much easier to convince someone if they understand what you are saying!
- **Support what you write**
Each body paragraph needs to have some form of 'evidence' or reasoning to support what you contend. In an argumentative essay, these will be examples from real life, society, history, and so on. In more reflective essays, take these examples from your own experience.
- **Always come back to the thesis**
Your writing needs to be relevant to your central argument. A marker cannot reward analysis if the analysis has not contributed to your argument. Keep referring back to your thesis by using its key words in your topic and summary sentences of body paragraphs.

Step 3: Review your GAMSAT® essay

Review what you have written and ensure it makes sense. There's not much time to do this, so it's a quick fly-by of your writing to ensure it is logical and communicates what you are actually thinking. Check for typos and spelling errors: these are easy to make in a typed exam with no spell check. Taking care of small details helps to give your marker a good impression of the quality of your writing.

GradReady has an essay marking service where you can get 10 essays marked by our experienced tutors with personal feedback within 72 hours.

Theme Finding

Avoiding common writing mistakes is easy. The hard part is figuring out what to write. In this section we discuss how to plan and write your essays.

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What is the question?

In the GAMSAT® Exam, the question is:

- "Consider the following comments and develop a piece of writing in response to one or more of them."

... followed by a series of quotes. These quotes all concern a common theme. So, the first step is to identify the theme. This will be the topic of your essay.

Theme Finding

- Read the first quote. (If you don't understand it, don't panic).
- Read the second quote. (If you don't understand it, don't panic).
- Compare both quotes. Do you see any related words?
- Write down one related word from each.
- Read the third quote. (If you don't understand it, don't panic).
- Are there any words in the third quote related those you have written down?
- Read the fourth quote ... and so on.

... and if this doesn't work try going through the quotes in a different order.

At the end you'll hopefully have a list of words that will point to the theme. This is not a fail-safe technique, but it can be very helpful.

Broadly speaking, there can be two techniques to finding a theme.

- Finding the broad theme: this means finding the key words of all of the prompts, e.g. 'democracy' and 'government'.
- Choosing a specific quote: if one specific quote resonates strongly with you, feel free to target it and its point of view specifically.
This can be a useful approach if some of the quotes are difficult.

Example 1

College isn't the place to go for ideas. *Hellen Keller*

When a subject becomes totally obsolete, we make it a required course. *Peter Drucker*

The fighting in academia is so vicious because the stakes are so low. *Henry Kissinger*

The medieval university looked backwards; it professed to be a storehouse of old knowledge. The modern university looks forward and is a factory new knowledge. *Thomas Huxley*

A fool's brain digests philosophy into folly, science into superstition, and art into pedantry. Hence university education. *George Bernard Shaw*

Theme finder: college, course, academia, university, education. These words point to a theme: tertiary education and universities.

Note that these quotes do not all express the same attitude towards universities. Try to identify which are negative and which are positive.

Example 2

Don't forget your great guns, which are the most respectable argument for the rights of kings. *Frederick the Great*

The people are that part of the state that does not know what it wants. *G W F Hegel*

Those who cast the votes decide nothing. Those who count the votes decide everything. *Joseph Stalin*

Win or lose, we go shopping after the election. *Imelda Marcos*

Democracy is the worst form of government except for all those other forms which have been tried from time to time. *Winston Churchill*

The theme finder technique is not as straightforward this time: try the quotes in a different order. Again, try to assess the writer's attitude to the theme. Are the attitudes expressed always wholly negative or wholly positive?

General Study Tips

- Get feedback on your essays. It is vital that you get your friends, family, tutors and anyone else to read these essays - ask them to provide criticism and suggestions.
- Critique your own essays. After every essay you write, read it aloud to yourself and listen to see if it makes sense. Try to mark your own essays.
- Start gently. Don't feel the need to write under time pressure from the word go. It's more important that you develop and improve your essay writing skills before gradually applying realistic time pressure.
- Type your practice essays. It's important that you get accustomed to typing your responses. There is no spell-check function in the GAMSAT® exam, so practise typing responses into word processors without spelling and grammar corrections. You may also need to work on your typing speed. You will still be able to use provided sheets of paper for planning and brainstorming if necessary.
- Vary the type of essays that you write. You should make sure you try argumentative, personal reflective essays, fictional creative essays, poetry, and any other medium that can work in the GAMSAT® exam. The GAMSAT® can throw up unexpected prompts that might be difficult to write in a particular style: it's important to give yourself the flexibility to deal with anything the exam might throw at you.

Example GAMSAT® Essays

Even with all of the above tips and topics, it can be difficult to start writing without an idea of what a GAMSAT® Essay should look like. That's why we've decided to provide some example essays below with feedback provided by our tutors to help you make a start on your preparation for Section 2 of the GAMSAT® Exam.

Consider the following comments and develop a piece of writing in response to one or more of them.

College isn't the place to go for ideas. *Hellen Keller*

When a subject becomes totally obsolete, we make it a required course. *Peter Drucker*

The fighting in academia is so vicious because the stakes are so low. *Henry Kissinger*

The medieval university looked backwards; it professed to be a storehouse of old knowledge. The modern university looks forward and is a factory new knowledge. *Thomas Huxley*

A fool's brain digests philosophy into folly, science into superstition, and art into pedantry. Hence university education. *George Bernard Shaw*

Low-standard essay

This introduction is very vague. Try to move away from broad, descriptive sentences, and straight into stronger argumentative language.

The powers which dominate a community are manipulative from the moment they get office. They do this simply because they can and because people like you and me don't stop them when we probably should. Prime Ministers, Presidents, military generals all sway the happenings under their command to their liking which they should not be allowed to do just because they are leader. Being a leader doesn't solve everything. Those who count the votes determine the direction of the future.

This is the only sentence in the introduction that gives a hint as to what the argument might be. It is best to be explicit right from the start: it can be very powerful to open your argument with your thesis statement.

Votes should not really be considered as a way to measure how democratic a society is. The vote counters may be blackmailed or threatened by a competing party or even by their own party. Consequently, the number of counted votes will never fully represent the number of votes made. For example, with such political turmoil in the middle east, elections are always rigged, with the more oppressing and violent parties having power.

Supporting examples need to contain strong evidence. Simply stating that 'elections are always rigged' does not support an argument. Further critical analysis should be included to provide more detail.

The people who vote cannot change anything. They just tell their leaders what they would like to happen with current affairs. It's the powers that be who decide the direction of the future, and in turn the direction of the past. For example, the policy on the emissions trading scheme was given the thumbs up regardless of its immense unpopularity among the people. They voted in their candidates to represent what they wanted but these superior powers still went ahead with the ETS.

Again, further analysis is required. What are the motivations behind leaders not obeying the wishes of the people? Why is this so? What are the consequences?

This is a weak counter-argument. The correct usage of counter-arguments is followed (state the counter-argument, then refute it). However, the evidence is weak. There is no concrete example from reality, and the writing is too general. No convincing conclusions can be drawn.

The counter point is that those who count the votes on disputes don't determine the outcome. But as described previously, this is not the case. If it were to be, honesty would be a prevailing virtue in our society, and there would be no deceit. If this was the case, why do we still have juries in the courtroom. Shouldn't the suspect just tell the truth? Our society refuses to be truthful for personal gain, which leads to destruction. We want our desires and will lie to get it. Being truthful is better. You learn that even when you are a little kid. So voting is always subjective. Votes are always going to be determined by the counters.

Critique

Mark: 55-60

This essay introduces interesting content. The essay is relevant to the theme of the prompts, and there are some potentially strong supporting examples.

The written expression, however, is not always clear. To get at least an average grade, the reader must be able to identify the central argument the writer is making. Then it should be easy to follow this argument through each paragraph with relevant supporting evidence. Making the central argument clear is simple if you follow a series of steps:

- Explicitly state your point of view (thesis statement) in your introduction
- Every body paragraph should have a topic and summary sentence at the beginning and end of the paragraph, respectively. Each topic and summary sentence should both summarise the contents of the paragraph, and importantly, link back to the thesis. This ensures that the analysis of the body paragraphs is relevant to the argument.
- Restate the thesis in the conclusion.

The analysis is weak in this essay. To produce a convincing argument, there needs to be strong evidence, excellent critical analysis of this evidence, and a link of this evidence back to the central argument.

The examples in the body paragraphs, whilst interesting, were not explained in detail. In political or social essays, having examples from real life (rather than hypothetical examples) is a vital part of being convincing. This essay suffered from a lack of strong supporting examples.

In order to better demonstrate reasoning skills, it is important to analyse supporting examples in critical detail. What are the motivations behind something happening – what were the attitudes, values, and beliefs driving it? Why? What does this show about human nature? What are the consequences – for individuals and for society? Without answering these kinds of questions, it is very difficult to demonstrate reasoning skills at a high level.

The essay is also missing a conclusion. The writer of this essay has attempted to record all their thoughts and knowledge on a given theme, however, the lack of a clear structure has made this essay difficult to follow.

Medium-standard essay

The small errors in the opening of this essay do not give a marker a good impression of the writer. It's important to give yourself the time to quickly check over your work, in order to avoid these kinds of errors.

The people are lead to believe that their votes decide the power, however the real power resides with those who count the votes. Whether the power is attained by corruption or manipulation, the people have little say even what they try to stage a backlash. Examples of corruption aren't hard to find, but the frustrating case of Robert Mugabe is a strong example. Constant broken pre-election promises try to manipulate the people even at a staged constituency. Time and again tyrants pop up to demonstrate clearly how compromised the electoral process can sometimes become.

A strong argumentative structure includes topic and summary sentences at the beginning and end, respectively, of each body paragraph. Each topic and summary sentence needs not only to summarise the paragraph, but also link back to the central argument. In this case, the topic sentence summarises the body paragraph, but does not link to the thesis.

The strings of bad decisions made by Robert Mugabe have devastated Zimbabwe, whilst somehow benefiting him and his family. In 200 President Mugabe enacted the removal of white ownership of farmland. His plan was to give the land to the native Zimbabwean's to make them more successful and therefor give them more of the power. This was an important promise and made him very popular with his countrymen. During the crossover period, Mugabe's family ended up with 39 farms, with the rest going to un-experienced Zimbabweans. The result was a complete slump in food production and in return a failing economy for Zimbabwe, forcing them to abandon their currency in 2009. Ironically the white farmers had been very effective in their farming and had bolstered the economy. In the 2010 election, despite being generally despised by many Zimbabweans, Robert Mugabe won another term by a giant 60% of the votes. It seems unlikely he would win reelection given the circumstances. Corruption among the voting officials who were under the control of Mugabe is suspected but few are willing to question his authority.

Again, linking back to the central argument is a vital part of an effective body paragraph. It may seem repetitive, but repetition is all part of making an argument relevant and compelling.

This body paragraph is not related to the writer's central argument. When planning an essay, make sure that every supporting example actually supports the point that you are trying to make.

It's partially expected by citizens of democratic countries that pre-election promises are seldom kept. However when a candidate is making promises that would highly benefit you and your community, it's hard not to jump on their bandwagon. In the 2013 election, the Labor party promised millions to rural communities to fund different community projects which would have provided stimulation for their economy. However since winning the election and releasing the budget, those promises have been revoked in order to cut costs. Resulting in thousands of rural citizens feeling manipulated by false promises made by the Labor party.

This is an excellent example to include; however, the writer needs to analyse it in greater detail in order to demonstrate their reasoning skills.

Most recently in WA, an alleged 1800 people have voted multiple times at different polling stations in the 2013 election. Before this, thousands of votes had believed to have simply vanished so a new election was to be held, but in light of this new information an additional investigation is being held. This is an example of the people trying to take back the power. Although it is illegal, most would not consider it to be any less morally wrong than corruption or manipulation especially on a huge scales such as the examples of Robert Mugabe and the Labor party. Voting is only a human invention, and it can be easily manipulated just like any other human invention.

Tactics of politics are harsh. With emotional and physical tries to power, its not a surprise that votes feel the need to use the same tactics in order to win back the power. Examples can be found all over the globe with Zimbabwe and Australia just scratching the surface. In the words of *Joseph Stalin* – "Those who cast the votes deiced nothing. Those who count the votes decide everything."

Critique

Mark: 65-67

This is a well-written essay and appears to make a sound argument by incorporating some well-informed examples.

There is no major flaw with the written expression in this essay. While sentences in some cases can be shortened and written in a more direct manner, this is not a major criticism of the essay. There are, however, multiple small errors: 'people are lead to believe' should be 'people are led to believe'; 'the people have little say even what they try to stage a backlash' should be 'the people have little say even when they try to stage a backlash', amongst others. Whilst these are small details, it's important to give your marker a strong impression of the quality of your written expression.

The structure of the essay also follows the basic argumentative essay structure. One of the main issues that prevents this essay from receiving a higher mark is that the quote that the writer has selected is not compatible with the second example that they have provided. This example talks about a political party changing its tune after an election. It is not clear how it furthers the argument that the electoral process itself is compromised in some way. In argumentative essays, every supporting example should be defending and strengthening the thesis. Irrelevant examples and analysis is very difficult for a marker to reward. In fact, they can actually weaken, rather than strengthen, an argument, as they distract the reader from the central idea.

The content of this essay appears informed. The writer, however, has made a crucial mistake in saying that the Labour party won the 2013 election. It was the Liberal party. If this mistake were made once in the text it could be dismissed as a typographical error under the time pressure; however, it is repeated.

This essay could also go to a more sophisticated level of critical analysis. The details of the examples could be teased out to further support the central example. For example, in the third body paragraph, what are the consequences of these votes being 'lost'? Democracy is being compromised and people's votes are being silenced: imagine living in a country where voting is compulsory, yet your vote is not counted. Is this a betrayal of the people? How is it an example of the people trying to take back power? Perhaps because they are demanding accountability from their democratic government. Is this, in itself, promising? Namely, whilst voting is open to corruption, in a true democracy, the people have a right to freedom of speech and to transparency of government. Does the true spirit of democracy, then, help to defeat the possible corruption of the voting process?

Going into this level of detail would demonstrate stronger reasoning skills. Markers want to see how a candidate thinks, and how deeply they think - not simply 'what they know'.

This essay is quite good, and it has chosen a challenging argument to present. However, it can be improved by a better selection of content that goes directly to the argument that the writer is trying to make.

High-standard essay

Communism and democracy can be placed on opposing sides of the political spectrum. However, both these forms of government have converging facets. People will see the advantages and disadvantages in both and so it seems that we are always trying to look only to the left or to the right for the answer, rather than looking forward. Rather than choosing from a given set of options, as inventors and innovators, we should look ahead towards a new form of government that incorporates the benefits of both styles.

This is a clear and concise argument. This means that readers know precisely what the essay will contain.

This is not a body paragraph, as it does not present a supporting example and analysis of it. It is a descriptive paragraph provided for context. If time allows, these paragraphs can be effective additions. However, if pressed for time, it's important to get straight into body paragraphs, as it is from these that the bulk of marks will be awarded.

Both democracy and communism are theoretically favourable. Communism espouses a classless society, where everyone is equal, no rich, no poor, full employment of manpower and an equitable distribution of wealth. Democracy as Abraham Lincoln perfectly described it is: "Government of the people, by the people, for the people." Freedom of speech, and the right to vote depicts a superb society to be apart of. In essence, both forms of government seek to empower individuals.

In fact communism was formed very much on the essential appeal of these ideas to its creators. Yet the catch is, in reality this isn't the case. Human beings, it could be argued, have a natural predisposition to compete. It is here in which these two polar forms of government are woven to share a common thread. Both never get to the true forms of their governments. They aren't what they make out to be. For example in Australia, yes we have the right to vote, and have our say but are we really getting a fair choice? It could be argued that we are forced to choose between two parties which are very similar in the end. The true form of communism is alike the true form of democracy: they just don't exist.

This paragraph would be more effective if it had a clearer topic sentence. The paragraph focusses on a problem of democracy: when neither choice is desirable. The topic sentence should reflect this more explicitly.

On one level nobody's questioning that democracy or communism is the best form of government for their country, they see it as the only game in town. The problem is that people are starting to believe that it is not a game worth playing. For the last 30 years, political scientists have observed that there is a constant decline in electoral turnout. The 2006 Bulgarian election saw 83% of people vote with a blank ballot, it was a way of showing that they had nobody to vote for. I think we are starting to see the signs that people are waking up to this situation. People are starting to realize that neither form of government is what it makes out to be. We saw this through the Occupy movement back in 2011 and I believe that this is just once step towards changing our outlook on how we govern our countries.

Body paragraphs should focus on one main example. This example needs to be analysed in detail. Any additional example that is mentioned in passing, without being analysed, is not strengthening an argument.

More context is required to explain this example and to analyse it. This example has also not been made relevant to the central argument.

Technology has played a major role in our silence but also reforms against our current government. If we turn the Arab Spring, then we see that technology has the potential to start a revolution. We saw the use of Facebook bringing together people from the virtual world to the real world, sharing the same ideas, the same anger, and the same desire for freedom, to change their ruling. So you see we have the same tool creating to very different affects, one sedative, the other stimulating.

As Thomas Jefferson said, "If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be." Instead of turning to one form of government, just because it's seen as the best fit for our country, we need to wake up from this phase and look to new, innovative and stronger forms of government, as the ones that have long served us are slowly starting to crack.

Critique

Mark: 70-73

This essay is a high standard essay as it argues a central thesis – that a new form of government should be considered – in an informed way. In general, the written expression is clear and concise: each sentence is clearly constructed and is not overly verbose. There are, however, some minor errors in expression. These detract from a marker's otherwise favourable impression, so it is always important to take the time to check an essay for these mistakes.

The structure of the essay is coherent and easy to follow. The student introduces the thesis that neither democracy nor communism is the best option and that a new form of government should be considered. The student then proceeds to consider both these forms of government, their advantages, disadvantages and other factors such as the reduced voter turnout and the impact of technology in making a strong case for the consideration of a new form of government.

The supporting examples in themselves are interesting; however, they need to be made relevant to the central argument. This can be achieved by having stronger topic and summary sentences that not only summarise the body paragraph, but explicitly link back to the central thesis.

The line of reasoning that the student has chosen in response to this particular set of quotes is uncommon and therefore stands out from other essays. The writer has used novel evidence such as the voter turnout in the Bulgarian elections, the Occupy movement of 2011 as well as a quote by Thomas Jefferson to demonstrate their broad knowledge in relation to the theme. The essay is therefore interesting and original.

This essay began to include some good analysis of its supporting examples. The second body paragraph, in particular, began to ask those critical questions: why did this happen? What does it show? This depth of analysis just needs to be expanded into the other body paragraphs - particularly the final one.

This essay successfully combines significant content in a coherent way. While there may be better ways to express some of the ideas conveyed in this essay, this can be expected given the limited time frame in the exam and these errors do not detract that much from the score.



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