|  |  |  |  |
| --- | --- | --- | --- |
| This paragraph deals with the facts, which are dotted in in short, blended quotations. | These are now INFERRED points – reading between the lines. | An EVALUATIVE word – shows appreciation of the writer’s skills. | Showing a contrast between two different parts of the extract works well. |
| Linking phrase | First point deal with structure, but is still able to build use of text into the answer. | Reference to specific word types, rather than just saying ‘descriptive’ or similar. | Linking words start each new point |
| Analysis part of PEA chain always focuses on reader response | Keeps referring back to the question | Short quotations blended into discussion | Another reference to a specific technique |
| Shows an awareness of why this is an important extract in the book. | Another evaluative word. | The first sentence in each new point is a clear topic sentence. | A word that relates specifically to structure. |

Chapter 5 Model answer comments for cutting out

|  |  |  |  |
| --- | --- | --- | --- |
| This paragraph deals with the facts, which are dotted in in short, blended quotations. | These are now INFERRED points – reading between the lines. | An EVALUATIVE word – shows appreciation of the writer’s skills. | Showing a contrast between two different parts of the extract works well. |
| Linking phrase | First point deal with structure, but is still able to build use of text into the answer. | Reference to specific word types, rather than just saying ‘descriptive’ or similar. | Linking words start each new point |
| Analysis part of PEA chain always focuses on reader response | Keeps referring back to the question | Short quotations blended into discussion | Another reference to a specific technique |
| Shows an awareness of why this is an important extract in the book. | Another evaluative word. | The first sentence in each new point is a clear topic sentence. | A word that relates specifically to structure. |

Chapter 5 Model answer comments for cutting out