

What is Point Evidence Explanation (PEE)

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Point (What are you trying to say?)

E

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Evidence (The quotation to back up your point)

E

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Explanation (Why did you select your evidence? How does it back up your point?)

Look at this **extract from an article by John Smith:**

‘Kids these days have become a playstation generation; they don’t spend enough time outdoors and spend far too long in front of the telly. Parents might think they are keeping them safe by keeping them off the street but in reality, they are setting them up for failure.’

Question: What is the **behaviour of children like these days according to the source?**

Answer: According to John Smith, children these days have become a 'playstation generation', spending far too much of their time indoors and in front of screens. However, we can infer from the source that this is not only caused by children always wanting to be 'in front of the telly', they are in fact being forced into this couch potato lifestyle by overprotective parents who wish to keep them 'off the street'.

Notice how we have started by making a **general point** about the children these days and have then **moved on to explain it and infer why it may be.** Evidence is imbedded throughout in **small quotations** judiciously elected.

A grammatically correct structure such as this is very important when answering in the exam. It is important to write in **clearly structured, grammatically correct English** and to provide **depth** for each point made.

Look at this **extract from a story by
Claire Parkes:**

‘George looked up at the large imposing
tree towering over him. It was a giant,
staring back menacingly.’

**Question: How does Claire Parkes **use
language** to describe the tree?**

Claire Parkes a range of language techniques to describe the tree, such as personification when she describes the tree as, 'staring back menacingly'. By describing the tree as looking out at George, Claire makes the reader understand the intimidation that he must have felt. This is backed up by the adverb 'menacingly', a word which makes the reader understand that danger is present and gives the impression that the tree is out to harm George.

When answering questions such as this, *you do not need to find every language technique*. It is much more important to produce quality than quantity.

One point *well developed* is far superior than two points without explanation.

Your explanation of language should involve synonyms. What is the effect on the reader? If you are analysing a metaphor, *expand upon it*.

Look at this **extract from an article by Bob Lions:**

‘I read all the books and went to all the classes, but nothing could prepare me for that feeling the first time I had a baby in my hands. I felt a chill wash over me, to know that right now my wife and I had responsibility for something so vulnerable, something so helpless.’

Question: How did Bob Lions **feel when he first became a father?**

Although Bob had tried to prepare for being a father, it didn't become real for him until the birth took place. He describes a 'chill wash over' him, showing that the responsibility of being a father was causing him to panic. In a way, knowing how unprepared he felt for fatherhood was causing him to feel as 'vulnerable' and 'helpless' as the baby in his arms.

It is important on a question like this to make sure you **focus on the question at hand. Talk about how Bob is described as feeling in the text.**

You get no extra points for giving your personal opinion of Bob and while **reading in between the lines is great, in **part A** you are **not normally adding information from outside of the text.****

Look at this **extract from a letter from Jenny Wise to her mother (1872):**

‘Dear Mother,

It feels like such a joy to finally put pen to paper and to be able to tell you about my experience out here in the country. I don’t miss the noise of the city, nor the smell.

The only thing I miss are the cuddles you used to give me in the morning. Still, while the Brayfields are a cold family, they treat me well, and it’s hard to describe the joys of the fresh morning air seeping into my system.’

Question: How does Jenny feel to be so far away from home?

Jenny has mixed feelings about being so far away from home. On the one hand she does feel a bit homesick, and she misses 'the cuddles' her mum used to give her in the morning, something she's not likely to receive from the 'cold' Brayfields. On the other hand she states that she doesn't miss the city's 'noise', nor it's 'smell'. The joyous feeling she describes when talking about the fresh air of the countryside suggests she doesn't miss the city as a place, even though she may miss the people in it.

The more **depth** and **explanation** you give, the more marks you will receive.

Try to pick the text apart and go into detail as much as you can, **embedding evidence** in the form of quotes throughout your answer.

Look at this **extract from **School Stories**,
a book by Fredrick Kindle:**

‘In that moment, rage overcame the headmaster and as he shook violently, his control had left him behind. He was a vengeful monster, overcome by a feeling of fury. He only felt interested in causing the maximum damage to the cowering schoolboy below. He felt his hand clench tighter on his cane and struck the disobedient child with a force faster than the wind.’

Question: How does the writer use language to explain the personality of the headmaster?

In the story, Frederick Kindle paints the headmaster as a nasty man with a terrible temper. He uses the metaphor 'vengeful monster', to make it clear that in times of rage, the headmaster loses his humanity and with it, any capacity for empathy. The adjective 'vengeful' shows that the headmaster is vindictive and motivated by a wish to cause suffering in those who make him feel bad.

In questions on **language techniques, the more explanation you give on what words mean, the better your mark can be.**

In the sample answer above, we have only focused on a **couple of words but given an **in depth explanation** of what they mean and the techniques used.**

- Although the questions you are asked in section A are varied, a similar template will work well with them.
- Just make sure you **adapt** slightly to each questions needs (eg: inference Q2, method/zooming in Q3).
- **PEE** is a starting point to remember that every time you make a **point** in the reading part of the exam, you need to provide an **evidence** and some form of **explanation**.
- The more **depth** you give in your answers, the better. **Quality** of answer is always more important than quantity.
- You only need to **quote** what is **relevant** to a question. You should not be quoting whole sentences, only the words that serve you.
- Quotations should be **embedded** within sentences.
- You need to write using **correct English and grammar** at all times.