

PEE, linkers og bedømmelse



The diagram illustrates the PEE writing structure. It consists of three rounded rectangular boxes arranged horizontally. Each box has a light blue background and a darker blue shadow behind it. The first box contains the word 'Point', the second 'Example', and the third 'Explanation'. Below these three boxes is a large, solid blue rectangular area containing the acronym 'PEE' in white text.

Point

Example

Explanation

PEE

PEE → Bodytekstens byggesten

Hovedafsnit består af:

- P = point A + B + C
- E = examples (fra kilder)
- E = explanations



PEE

Eksempel 1

- **Point/claim: Green**
- **Example/quotation - text example(s): Yellow**
- **Explanation: Turquoise**

Throughout the text it becomes clear that Mr. Kipling is not a person but a brand, and that the protagonist refuses to believe so: "*I write to him almost daily now, telling him of the small travails of my small life, and he replies under a pseudonym, politely denying that he exists. He is so kind...*" (pp 27, lines 6-7) Here it is shown that not only is Mr. Kipling the product of an advertising agency, but our protagonist seems to deny this. We can also see that Mr. Kipling has, in fact, never has been in the same room with the protagonist: "*Mr. Kipling is with me in spirit. I always pour him a cup and put a little treat on his plate*" (pp 28, line 10). This fact that the two have never actually been in the same room further supports the notion that Mr. Kipling is indeed not a real person, but rather a brand.

PEE

Eksempel 2

- **Point/claim: Green**
- **Elaboration of claim: Purple**
- **Example/quotation - text example(s): Yellow**
- **Explanation: Turquoise**

The characters personalities do not develop. Kate continues to manipulate her little sister Ellen, and she continues to believe her big sister and fall for it every time: *'If you left your rabbit out, all the others would mob him [...] 'Oh Kate, I wish I hadn't given you my rabbit!''...*" (page 34, line 35) Here Kate manipulates her sister into switching rabbits with her for the second time. The fact that the same incident keeps repeating over and over again throughout the story shows that the characters do not learn from their experience, and as such, do not develop.

PEE

Eksempel 3

Main point A

- Donald Trump is not fit to be President because he lies too often

Example

- When President Trump Tweeted that Hurricane Dorian was heading for Alabama, no weather forecast could support this. To back his statement, Trump's administration chose to add a curve drawn by hand to an official forecast.



Explanation

- A leader of a democracy is chosen by its people. Therefore, the people should be able to trust in what the leader says. Otherwise it could damage people's faith in democracy as we know it.

Fra yderligere explanation...

- The example just goes to show that President Trump will go to extremes to maintain a straight face instead of admitting when he is wrong. This is a serious threat to the democracy of the free world.
....til subpoint 2a

Linkers

To introduce

To conclude

To compare and contrast

To introduce	To conclude	To compare and contrast
<i>This essay discusses...</i> <i>...is explored...</i> <i>...is defined...</i> <i>The definition of... will be given...</i> <i>...is briefly outlined...</i> <i>...is explored...</i> <i>The issue focused on...</i> <i>...is demonstrated...</i> <i>...is included...</i> <i>In this essay...</i> <i>...is explained...</i> <i>...are identified...</i> <i>The key aspect discussed...</i> <i>...are presented...</i> <i>...is justified...</i> <i>Views on... range from...</i> <i>...is evaluated...</i> <i>...is examined...</i> <i>The central theme...</i> <i>...is described...</i> <i>...is analysed...</i> <i>Emphasised are...</i> <i>...is explained and illustrated with examples....</i>	<i>In summary....</i> <i>In brief...</i> <i>To conclude...</i> <i>It has been shown that...</i> <i>To review...</i> <i>To summarise...</i> <i>Thus, ...</i> <i>In short, ...</i> <i>In conclusion, ...</i> <i>To sum up, ...</i> <i>Hence, ...</i>	<i>Similarly, ...</i> <i>In comparison...</i> <i>However, ...</i> <i>And yet...</i> <i>On the contrary...</i> <i>Whereas...</i> <i>While this is the case...</i> <i>In the same way...</i> <i>Complementary to this...</i> <i>This is in contrast to...</i> <i>Nevertheless, ...</i> <i>On the other hand, ...</i> <i>In contrast to...</i> <i>...disputes...</i> <i>Likewise, ...</i> <i>Then again, ...</i> <i>In contrast, ...</i> <i>Conversely, ...</i>

To add ideas	To present uncommon or rare ideas	To present common or widespread ideas
<i>Also, ...</i> <i>Furthermore, ...</i> <i>Equally important...</i> <i>Moreover, ...</i> <i>Subsequently, ...</i> <i>As well as...</i> <i>Next...</i> <i>More importantly, ...</i> <i>Then, ...</i> <i>Then again, ...</i> <i>Another essential point...</i> <i>In the same way...</i> <i>In addition, ...</i>	<i>Seldom...</i> <i>Few...</i> <i>A few...</i> <i>Rarely...</i> <i>...is uncommon</i> <i>...is rare...</i> <i>Not many...</i> <i>...is scarce...</i> <i>...is unusual...</i>	<i>Numerous...</i> <i>Several...</i> <i>Most...</i> <i>...is prevalent...</i> <i>Many...</i> <i>Almost all...</i> <i>Commonly...</i> <i>...is usual...</i> <i>More than...</i> <i>The majority...</i> <i>Significant...</i> <i>Usually...</i>

Linkers

Linkers

To introduce

To conclude

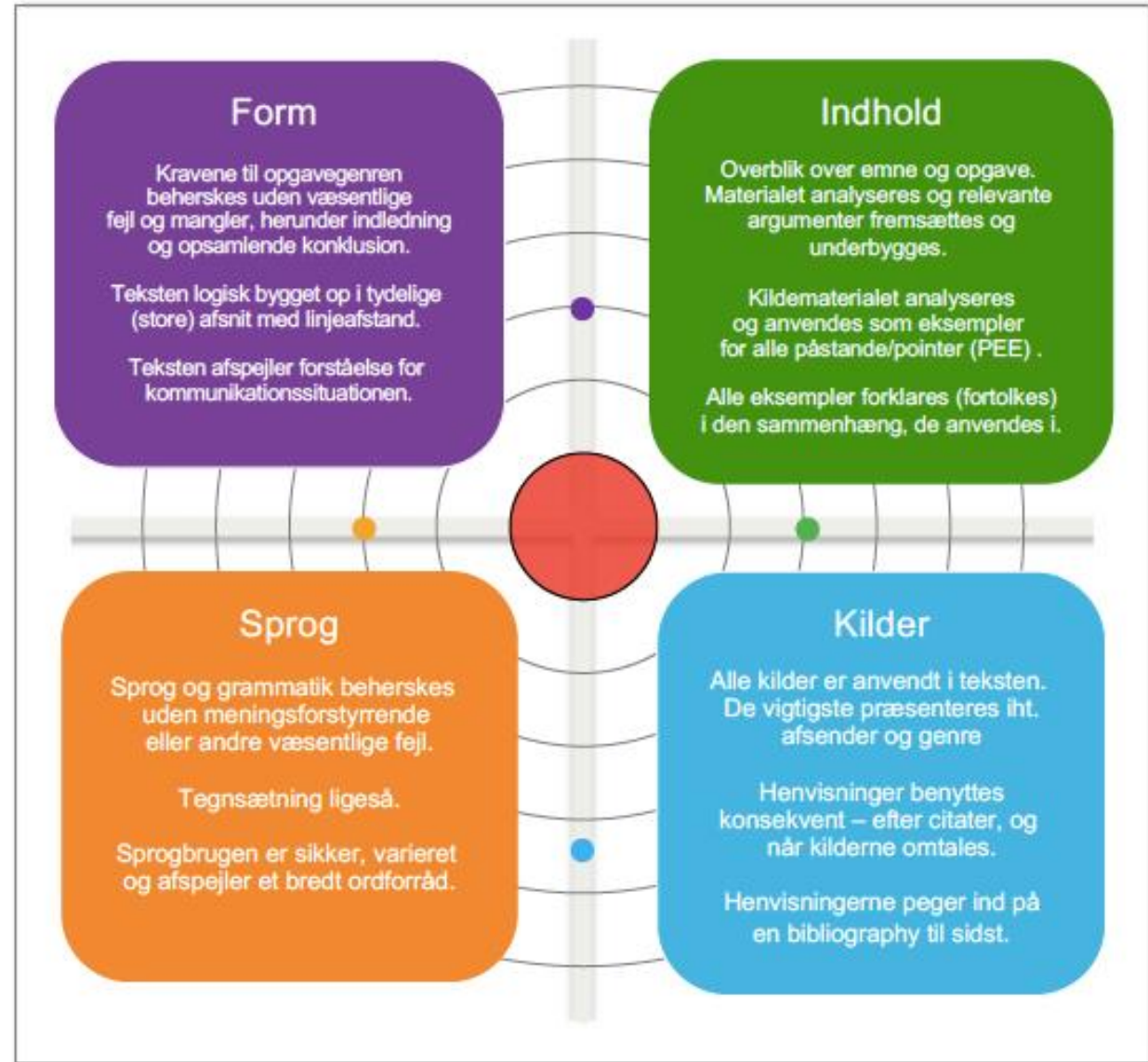
To compare and contrast

To present inconclusive ideas	To give examples	To show relationships or outcome
<i>Perhaps...</i> <i>There is limited evidence for...</i> <i>...could...</i> <i>...may be...</i> <i>...is debated...</i> <i>...might be...</i> <i>...is possibly...</i> <i>...may include...</i>	<i>For example...</i> <i>An illustration of...</i> <i>Specifically, ...</i> <i>Such as...</i> <i>For instance, ...</i> <i>...as can be seen in...</i> <i>...as demonstrated by...</i> <i>...is shown...</i> <i>As an example...</i> <i>...supports...</i> <i>...is observed...</i> <i>...exemplifies...</i> <i>To illustrate...</i>	<i>Therefore...</i> <i>Hence, ...</i> <i>The evidence suggests...</i> <i>The evidence shows...</i> <i>After examining...</i> <i>Considering... it can be concluded that...</i> <i>The outcome is...</i> <i>The relationship...</i> <i>The connection...</i> <i>...affects...</i> <i>As a result...</i> <i>Otherwise, ...</i> <i>It can be seen that...</i> <i>These factors contribute to...</i> <i>Subsequently...</i> <i>The result...</i> <i>The link...</i> <i>...interacts with...</i> <i>Thus it is...</i> <i>For that reason...</i> <i>Consequently...</i> <i>With regard to...</i> <i>It is apparent that...</i> <i>The effect is...</i>

To present prior or background ideas	To present others' ideas	
<i>In the past...</i> <i>Customarily, ...</i> <i>Prior to this, ...</i> <i>Previously, ...</i> <i>Conventionally, ...</i> <i>Initially, ...</i> <i>Until now, ...</i> <i>Historically, ...</i> <i>Beforehand, ...</i> <i>Earlier, ...</i> <i>Over time, ...</i> <i>At first, ...</i> <i>Traditionally, ...</i> <i>Originally, ...</i> <i>Formerly, ...</i> <i>At the time of...</i> <i>In earlier...</i> <i>Recently...</i>	<i>According to...</i> <i>As explained by...</i> <i>However, ...stated that...</i> <i>Similarly, ...stated that...</i> <i>Based on the ideas of...</i> <i>As identified by...</i> <i>With regard to...</i> <i>...argues...</i> <i>...found that...</i> <i>...demonstrated...</i> <i>...pointed out that...</i> <i>...expressed the opinion that...</i> <i>...identified...</i> <i>...challenges the idea...</i> <i>Based on the findings of... it can be argued...</i> <i>...states that...</i> <i>...suggested...</i>	<i>...for example...</i> <i>...defined... as...</i> <i>...disputed that...</i> <i>...concluded that...</i> <i>...highlights...</i> <i>...identifies...</i> <i>...also...</i> <i>...maintained that...</i> <i>...showed that...</i> <i>...claims that...</i> <i>...concluded that...</i> <i>...agreed that...</i> <i>...contrasts...</i> <i>...confirmed that...</i> <i>...wrote that...</i> <i>...reported...</i> <i>...asserts that...</i> <i>...explored the idea...</i>

Linkers

Bedømmelseskiven



Karakteren 02 <i>Tilstrækkeligt</i>	Karakteren 7 <i>Godt</i>	Karakteren 12 <i>Fremragende</i>
<p>Elevens tekst er noget usammenhængende men forståelig.</p>	<p>Elevens tekst er struktureret og sammenhængende.</p>	<p>Elevens tekst er flydende og velstruktureret.</p>
<p>Indholdet viser, at tekstmateriale og emne er forstået, men der er metodiske mangler og klare begrænsninger i emnebehandlingen. Faglig viden anvendes kun i begrænset omfang.</p>	<p>Indholdet viser overvejende god forståelse af tekstmaterialet, nogen metodik i opgaveløsningen og en god emnebehandling med nogen inddragelse af relevant faglig viden.</p>	<p>Indholdet viser en præcis forståelse af tekstmaterialet, en sikker metodik i opgaveløsningen og en nuanceret emnebehandling, der omfatter redegørelse, analyse, vurdering og perspektivering med inddragelse af relevant faglig viden.</p>
<p>Sprogbeherskelsen viser usikkerhed. Der optræder mange fejl, hvoraf enkelte er meningsforstyrende. Ordforrådet er begrænset og mangler variation. Elevens viden om grammatik er usikker.</p>	<p>Eleven har en god sprogbeherskelse med en del fejl og overvejende sikker viden om grammatik. Det faglige og almene ordforråd er overvejende varieret og nuanceret.</p>	<p>Eleven har en sikker sprogbeherskelse med kun ubetydelige fejl og en sikker viden om grammatik. Det faglige og almene ordforråd er varieret og nuanceret.</p>

Bedømmelse