

Boost Free Lessons - Year 10 English

Lesson 5: Writing Effective PEEL Paragraphs

Name: _____ Grade: _____ Date: _____

Worked Example 1

Diagnose the problem in the paragraph below.

Uniforms save families money. A survey found families spent \$180 less per year. This is a lot of money. Uniforms are therefore a good idea.

1. Check each element of **PEEL** in turn.
2. **Point**: present and clear. **Evidence**: present and specific.
3. **Explanation**: this is where it fails. *This is a lot of money* restates the figure without explaining why it matters.
4. The Explanation must say what the evidence **shows**, not repeat it in different words.

The Explanation restates the evidence instead of interpreting it. It should explain why \$180 matters to the families affected.

Worked Example 2

Rewrite the Explanation and Link.

1. Ask what the evidence proves that the reader would not otherwise accept.
2. \$180 matters most to families for whom that sum is not trivial, so name that.
3. Then Link: connect the point back to the argument the paragraph belongs to.
4. The Link should not simply repeat the Point in the same words.

Model: For families already choosing between costs, \$180 is the difference between one child's uniform and two. The saving falls where it is needed most, which is why cost alone justifies keeping the policy.

Remember: Point, Evidence, Explanation, Link. The Explanation is where marks are won or lost, and restating the evidence is the most common way to lose them.



Question 1: Explain what each element of PEEL should do, or how to fix each fault.

1. Point

2. Evidence

3. Explanation

4. Link

5. A paragraph with two Points

6. A paragraph with no Evidence

7. An Explanation that restates the Evidence

8. A Link that repeats the Point



Question 2: Read the paragraph below, then answer the questions.

Later start times would improve attendance. A trial at one high school found lateness fell by a third in the first block. This shows that students arrive on time more often when the day begins later.

1. Identify the Point in the paragraph.

2. Identify the Evidence.

3. Is the Explanation effective? Explain your answer.

4. The paragraph has no Link. Write one.

5. Rewrite the paragraph so that all four elements are strong.



Question 3: Answer the following questions.

1. Write a Point and Evidence for a claim about school start times.

2. Write the Explanation for it.

3. Explain what makes an Explanation strong rather than weak.

4. Why should a paragraph contain only one Point?





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Answers and Model Responses: Writing Effective PEEL Paragraphs**Question 1**

1. The topic sentence stating one reason.
2. A fact, figure, example or quotation supporting the Point.
3. What the evidence shows, and why it matters.
4. A sentence connecting the paragraph back to the overall argument.
5. Split it into two paragraphs, one Point each.
6. Add a fact, figure or example that can be checked.
7. Replace it with an interpretation of what the evidence shows.
8. Rewrite it to connect the Point to the wider argument instead.

Question 2

1. *Later start times would improve attendance.*
2. *A trial at one high school found lateness fell by a third in the first block.*
3. Model: Partly. It explains that students arrive on time, but it does not explain why that matters to learning, which is what the argument needs.
4. Model: If attendance is the first requirement of learning, a change that improves it deserves more than a trial.
5. Model: Later start times would improve attendance. A trial at one high school found lateness fell by a third in the first block. Students who arrive on time do not miss the opening of a lesson, which is where most teachers set up the work that follows. If attendance is the first requirement of learning, a change that improves it deserves more than a trial.

Question 3

1. Model response: Point: later starts would reduce lateness. Evidence: a trial at one school found lateness fell by a third within a term.
2. Model response: Students who arrive on time do not miss the opening of a lesson, which is where the task is usually set. A third fewer late arrivals means a third fewer students beginning the work already behind.
3. A strong Explanation interprets the evidence: it says what the evidence shows and why that matters. A weak one restates the evidence in different words.
4. One Point per paragraph means each idea gets full evidence and explanation. Two Points in one paragraph means neither is developed properly.

