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| Feedback for Progress sheetThis sheet can be used with the ‘Academic writing points’ in chapters 1 to 13 of the *Bloomsbury Teacher Guide: Anita and Me,* to not only automate the feedback process, but also make it more accessible and effective.

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| Task-related strengths | **AO1** Ideas and Evidence **AO2** Methods and Effects **AO3** Contextual Links |

Recipe for future action1. **Correct** the accuracy errors signalled. **(AO4)**2. **Rewrite** your **thesis statement** with a tighter focus on the requirements of the question. **(AO1)**3. **Insert** quotations/a greater **range** of quotations to support your point where signalled. **(AO1)**4. **Embed** micro-quotations to elevate your expression. **(AO1)***5.* **Elevate** your vocabulary choices/expressions here. **(AO1)**6. **Adapt** to make your expression more **academic:** *reiterates; accentuates; reinforces; The use of \_\_\_\_ in particular; clearly demonstrates; predominantly depicts; Arguably…* **(AO1)**7. **Link** back to the focus of the question/ different part of the text: *‘therefore reinforcing that…’; ‘clearly contrasting how earlier/later in the text...* **(AO1)**8. **Provide** an alternative interpretation here: ‘*Perhaps… might also suggest...*’ **(AO1)**9. **Track** the changes/development across the text: *Initially, Then, Finally, Ultimately.* **(AO1)**10*.* **Structure** to create a **line of argument**:*In particular; Alternatively; Interestingly; Ultimately.* **(AO1)**11. **Unpack** the language used in this quotation: ‘*The word… has connotations of/symbolises…*’ **(AO2)**12. **Insert** language/literary term/method here: ‘*The use of [insert technique] highlights...*’ **(AO2)**13. **Develop** your analysis: ‘*Moreover, the use of… also highlights…*’ **(AO2)**14. **Explore** patterns: ‘*The repeated use of a range of…’; ‘The semantic field of…’* **(AO2)**15. **Analyse** an **aspect of structure/form**: *juxtaposition; motif; changes; dialogue etc.* **(AO2)***16.* **Explain** the impact/effects in a clear and specific manner: ‘*makes the audience/reader visualise just how...*’, *‘creating an atmosphere of…’* **(AO2)***17.* **Include** a link to the **author’s key message/intent/socio-historical context/beliefs**: *‘reinforcing Syal’s key message about…’; ‘highlighting how \_\_\_\_ in the 1960s…’* **(AO3)**18. Other: |