

## Success Criteria for Documents Question 4. Contextualisation

**(40 marks = 24Cm + 16OE)**

### DES Marking Scheme

<b>Paragraphs or Paragraph Equivalents Max. Cumulative Mark (CM) = 24</b>	<b>Overall Evaluation Max. OE = 16</b>
<p>Having divided the answer into paragraphs or paragraph equivalents, the examiner will award marks to each paragraph or paragraph equivalent as follows:</p> <p><b>Excellent: 11-12 marks</b> Outstanding piece of analysis, exposition or commentary. Clearly expressed, accurate and substantial information.</p> <p><b>Very good: 8-10 marks</b> Very good material, accurately and clearly expressed.</p> <p><b>Good: 6-7 marks</b> Worthwhile information, reasonably well expressed.</p> <p><b>Fair: 3-5 marks</b> Limited information/barely expressed</p> <p><b>Poor: 0-2 marks</b> Trivial/irrelevant/grave errors.</p>	<p>In awarding OE, the examiner will consider how well the candidate deals with the set question. The following grading table will apply:</p> <p><b>Excellent: 14-16 marks</b> <b>Very good: 11-13 marks</b> <b>Good: 6-10 marks</b> <b>Fair: 4-5 marks</b> <b>Weak: 2-3 marks</b> <b>Very weak: 0-1 mark</b></p> <p>In awarding OE marks, the examiner should not expect answers of more than 40% in quantity compared to the answers to the longer topic questions in Sections 2 and 3.</p>

**When correcting your classmates work please keep the following point in mind.**

- **I will be re correcting all essays and we will be discussing both sets of marks during the next lesson.**

## **Peer Assessment Guidelines including Success Criteria**

The following is the essay title you will be correcting:

**In what ways did RTÉ have an impact on Irish society between 1962 and 1967?**

Use the following steps to guide you:

1. Unpack the essay title. Key words = RTE/Impact/ Irish Society
2. The presence of these words in each paragraph means that it is more likely that the question asked is being answered. Of particular interest is the word impact. It will provide the clearest link back to the title and will most likely appear in the Statement on Conclusion parts of the paragraph. If present reward in your marking.
3. In each paragraph check if they have used the S/E/A/C principle (Statement/Evidence (key terms, dates, personalities, key concepts), /Analysis/Conclusion)
4. The evidence section of the paragraph should contain information relating to what has been outlined in the Statement sentence
5. If analysis and/or a suitable quote is present in the paragraph consider awarding extra marks if relevant
6. When marking remember that in the LC exam time pressure will exist in this question. It is important not to spend too much time on this question. A short introduction and conclusion is all that is needed (2-4 sentences on each). Added to these 3-5 substantial paragraphs should be more than enough (if answering the question asked) for full marks.
7. Be sure to comment if you feel that too much has been written keeping in mind you will have roughly 20 mins in the LC exam for this part of the Documents Question.
8. Mark each paragraph or equivalent using the DES marking scheme on the page opposite. The amount of marks per paragraph increases if it is answering the question asked, has a link to the essay title (look for unpacked words eg. Impact), includes sufficient evidence to back up main point in the paragraph, and includes analysis or a quote.
9. When you have finished marking all paragraphs you need to give the essay an Overall Evaluation (OE) mark. This is based on the overall quality of the answer you have just read. Check to ensure that essay has good structure and answers the question asked and that each paragraph follows a structure such as S/E/A/C

## Paragraph Marking Rubric

<b>Mark</b>	<b>Success Criteria</b>
<p><b>Excellent: 11-12 marks</b>            Outstanding piece of analysis, exposition or commentary.            Clearly expressed, accurate and substantial information.</p>	<ul style="list-style-type: none"> <li>• All of those in the Very good category plus additional relevant information and a good deal of analysis.                (Note: Very RARE to get into this category)</li> </ul>
<p><b>Very good: 8-10 marks</b>            Very good material, accurately and clearly expressed.</p>	<ul style="list-style-type: none"> <li>• Very good paragraph structure.</li> <li>• Question asked being answered as evidenced through link words to essay title</li> <li>• Substantial amount of evidence (key terms, dates, personalities, key concepts), related to the question asked</li> <li>• Possibly a relevant quote to back up points made.</li> </ul>
<p><b>Good: 6-7 marks</b>            Worthwhile information, reasonably well expressed.</p>	<ul style="list-style-type: none"> <li>• Decent amount of relevant information.</li> <li>• Paragraph seems to have structure</li> </ul>
<p><b>Fair: 3-5 marks</b>            Limited information/barely expressed</p>	<ul style="list-style-type: none"> <li>• Some relevant information but not in great depth and not all directly related to the question asked</li> <li>• Some information incorrect</li> <li>• Lack of structure in paragraph</li> </ul>
<p><b>Poor: 0-2 marks</b>            Trivial/irrelevant/grave errors.</p>	<ul style="list-style-type: none"> <li>• Factually incorrect information</li> <li>• Slight connection to the Q.</li> </ul>

**Cumulative Mark (CM) = Maximum of 24 marks**

## Overall Evaluation Marking Rubric

<b>Mark</b>	<b>Success Criteria</b>
<p><b>Excellent: 14-16 marks</b> Excellent in its treatment of the set question, particularly if it shows detailed learning, wide reading, analysis or extensive coverage</p>	<ul style="list-style-type: none"> <li>• Evidence of appropriate treatment of the question asked at a high/very high standard.</li> <li>• This should include all of those included in the very good category but at a higher standard.</li> </ul>
<p><b>Very good: 11-13 marks</b> Very good – but not excellent - in its treatment of the set question, ie: accurate and substantial.</p>	<ul style="list-style-type: none"> <li>• Appropriate treatment of the question at a high standard.</li> <li>• This should include, plenty of evidence (key terms, dates, personalities, key concepts), links back to question, quotes, some analysis.</li> </ul>
<p><b>Good: 6-10 marks</b> Good standard treatment of the set question, without being exceptional in the information or the commentary supplied</p>	<ul style="list-style-type: none"> <li>• The question asked is being answered but may lack structure, analysis, quotes, and may have some irrelevant information.</li> </ul>
<p><b>Fair: 4-5 marks</b> Fair attempt at the set question, but has identifiable defects, eg: incomplete coverage, irrelevant data, factual inaccuracies.</p>	<ul style="list-style-type: none"> <li>• An attempt has been made to answer the question asked but the answer is short on detail and lack structure and links to the essay title.</li> </ul>
<p><b>Weak: 2-3 marks</b> Poor, in that it fails to answer the question as set, but has some merit.</p>	<ul style="list-style-type: none"> <li>• Rarely used if some attempt has been made to answer the question.</li> <li>• However, if most of the information is not related to the question asked or if lots of the information is factually incorrect it may be used.</li> </ul>
<p><b>Very weak: 0-1 mark</b> Very poor answer which, at best, offers only scraps of information.</p>	<ul style="list-style-type: none"> <li>• If any reasonable attempt has been made to answer the question this mark should not be used.</li> </ul>