

Dulce et Decorum Est – Plan Marking Matrix

	5	4	3	2	1
Main Points:	<p>Question successfully, possibly imaginatively, broken into a number of main points</p> <p>All points relevant and some interesting, original or imaginative points are made indicating the student understands the text at a subtle / complex level</p>	<p>Question successfully broken into a number of main points.</p> <p>All points relevant and some points indicate that the student is beginning to understand the text at a more subtle level</p>	<p>Question successfully broken into a number of main points.</p> <p>Almost all points made are relevant to the question indicating a simple understanding of what is being asked</p>	<p>Incomplete or unsuccessful attempt to break the question into a number of main points.</p> <p>Some points made are relevant, indicating an understanding of some parts of the question</p>	<p>No attempt to break the question into a series of main points</p> <p>Limited understanding of the Question. The points made are often irrelevant</p>
Structure:	<p>Structure is clear with each Main Point broken down into a series of sensible Sub-Points that help to explore the Main Point in depth. The distinguishing feature for a level 5 is the possible originality or imaginative nature of the points</p>	<p>Structure is clear with each Main Point broken down into a series of sensible and detailed Sub-Points that help to explore the Main Point in depth.</p>	<p>Structure is clear with most Main Points broken down into a series of sensible Sub-Points that are relevant to the Main Point in some way.</p>	<p>There is an attempt to break some Main Points down into Sub-Points although often the Sub Points do not relate clearly to the original Main Point.</p>	<p>There is little evidence of any Main Points being broken down into Sub Points and the plan reads like a series of disconnected ideas.</p>
Evidence:	<p>Multiple pieces of evidence used to support most points.</p> <p>A wide variety of poetic techniques are used as evidence including points about structure and tone. Some original evidence.</p>	<p>Often more than one piece of evidence used to support a point.</p> <p>Some attempt to use a variety of poetic techniques</p>	<p>Every point made supported by at least one relevant piece of evidence – often just analysis of the connotations of a word</p>	<p>Some successful attempts to use evidence to support points but this is not done consistently</p>	<p>Evidence either never used to support points or used wholly inappropriately</p>
Explanations:	<p>Explanations clarify the relationship between evidence, point and question by referring to complex and subtle details. Ideas are explored in real depth.</p>	<p>Explanations always clarify the relationship between evidence, point and question by referring in detail to features of the language used</p>	<p>Explanations generally clarify in an obvious way how the evidence used supports the point in the paragraph and how this point is related to the question</p>	<p>There may be explanations but these often simply explain the meaning of the evidence / quotation / feature quoted</p>	<p>Absence of or very confusing explanations.</p>
Terminology: e.g. use of words like connotations, sibilance, etc	<p>A wide range of literary terms used correctly throughout the plan</p>	<p>Some literary terms used correctly at points in the plan</p>	<p>Limited but correct and safe use of literary terms</p>	<p>A mixture of correct and incorrect use of literary terms</p>	<p>No use or largely incorrect use of literary terminology</p>