

## Dulce et Decorum Est – Essay Marking Matrix

	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Main Points:</b>	<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>
<b>Structure:</b>	<p>Structure alternates between poems making clear related links; points about each poem are explored in equal depth.</p>	<p>Structure alternates between poems pointing out clearly related links</p>	<p>Structure alternates between poems but points aren't usually related</p>	<p>Simplistic structure dealing with all of one poem first and then all of the second poem</p>	<p>Little evidence of structure: points jumping about all over the place</p>
<b>Evidence:</b>	<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>
<b>Explanations:</b>	<p>Explanations clarify the relationship between evidence, point and question by referring to complex and subtle details</p>	<p>Explanations always clarify the relationship between evidence, point and question often 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>
<b>Evaluations:</b>	<p>Evaluations included smoothly throughout the essay at relevant points with convincing reasons</p>	<p>Evaluations are attempted throughout the essay usually with clear reasons</p>	<p>An evaluation given at the end of the essay which states which poem is more successful and why</p>	<p>A simple evaluation which asserts that one poem is better than the other without giving reasons</p>	<p>No evaluations attempted</p>
<b>Language:</b>	<p>No errors in grammar, syntax or vocabulary</p>	<p>Few errors in grammar, syntax or vocabulary</p>	<p>Some errors in grammar, syntax or vocabulary but still easily understood</p>	<p>Errors in grammar, syntax or vocabulary do interfere with understanding</p>	<p>Largely unintelligible</p>
<b>Terminology:</b> e.g. connotations, sibilance, etc	<p>A wide range of literary terms used throughout the essay</p>	<p>Some adventurous literary terms used at points in the essay</p>	<p>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>