



**DUBAI
BRITISH
SCHOOL**
EMIRATES HILLS

Secondary Marking and Feedback Policy

This procedure is reviewed annually to ensure compliance with current regulations

| | |
|----------------------|-------------|
| Approved/reviewed by | |
| Head of Secondary | |
| Date of review | August 2023 |
| Date of next review | August 2024 |



Marking and feedback is a central part of a teacher's role and can be integral to progress and attainment. Written responses offer a keyway of providing feedback to pupils and helping teachers assess their pupils' understanding. Research through the Education Endowment Foundation; shows that feedback is the most effective tool to increase student progress within an academic year.

However, the 2016 report of the Independent Teacher Workload Review Group noted that written marking had become disproportionately valued by schools, unnecessarily burdensome for teachers and that quantity of feedback has too often become confused with the quality.

The DBS Policy is aimed at identifying the common ethos of marking and feedback within the school, whilst allowing individual departments to identify structures and methods that are appropriately placed at supporting students within their specific subjects.

1.1 Agreeing the definitions

Marking

The routine activity of reading, checking, monitoring, (when appropriate) correcting, and (where appropriate) giving a mark to students' written work.

- Marking can be either self-led, peer-led, as well as a teacher activity.

Feedback

Feedback is information given to the learner or teacher about the learner's performance relative to learning goals or outcomes. It should aim towards (and be capable of producing) improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output of the activity, the process of the activity, the student's management of their learning or self-regulation. This feedback can be verbal or written or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers.

1.2 Regularity of Marking and Feedback

| | Core Subjects (Science/English/ Mathematics) | Non-Core (MFL/History/ Geography) | Non-Core (Music/Art/Drama /Moral/Islamic) |
|-----------------|--|---|---|
| Marking | Every two weeks – books reviewed | Every three weeks – books reviewed | Once a half term – books reviewed |
| Feedback | Twice per half- term | Twice per half-term | Once a half-term |
| Tracking sheets | Each term | Each term | Each Term |

- Tracking sheets allow a student to view their summative performance during the year.

1.3 Marking

Marking students' books is a professional duty. Routinely reading, checking and monitoring students' books helps to ensure that they care about the work they produce. It shows students that we value their work and provides us with crucial on-going information about how well they are learning. It also enables us to monitor the completion of class-based and home learning tasks.

This kind of routine light marking should be regular, timely and manageable; frequency will vary from subject to subject, as a rough guide, at DBS we would expect to see;

| Core Subjects | Non-Core (MFL/History/ Geography) | Non-Core (Music/Art/Drama /Moral/Islamic) |
|-------------------------------------|---------------------------------------|--|
| Every two weeks – books reviewed | Every three weeks – books reviewed | Once a half term – books reviewed |

Features of 'Marking'

- Summative
- Assessment of Learning
- Measures learning
- Directs thinking
- Solves
- "You should..."

1.4 Feedback

Feedback is specific information given to the learner about their performance relative to learning goals. It should aim to (and be capable of) producing improvement in students' learning. Providing effective feedback is challenging. Research suggests that it

- should be specific, accurate and clear (e.g. "It was good because you..." rather than just "correct");
- compare what a learner is doing right now with what they have done wrong before (e.g. "I can see you were focused on improving X as it is much better than last time's Y...");
- encourage and support further effort and be given sparingly so that it is meaningful;
- provide specific guidance on how to improve and not just tell students when they are wrong;

Recent studies also suggest that careless mistakes should be marked differently to errors resulting from misunderstanding. The latter may be best addressed by providing hints or questions which lead students to underlying principles; the former by simply marking the mistake as incorrect, without giving the right answer.

| | | |
|----------------------|--------------------------------------|---|
| Core Subjects | Non-Core (MFL/History/ Geography) | Non-Core (Music/Art/Drama /Moral/Islamic) |
| Twice per half- term | Twice per half-term | Once a half-term |

Our analysis of the research has informed two ground rules for giving effective written feedback:

1. Written feedback should result in more work for students than it does for teachers.
2. Written feedback should be given sparingly so that it is meaningful. Too frequent written feedback can create dependence.

Features of Feedback

- Formative
- Assessment for Learning
- Moves learning forward
- Provokes thinking
- Suggests
- "How could you...?"

1.5 Student response to Feedback

There are many different tasks that pupils can respond to feedback. It depends on what they got wrong or missed out in their assessed work. The following list is by no means exhaustive:

- Redrafting of a whole piece of work
- Redrafting of a section of the work
- Redoing something (for example a graph)
- Answering a question / questions
- Editing.

1.6 Student expectations

All students will have a copy in their subject books the marking and feedback they will receive during the course of the year. This can be displayed in a variety of ways, related to appropriate department structures.

Common information will link to

1. Book expectations
2. Assessment folder expectations
3. Guidance on regularity of marking and feedback

**Dubai British School
English Department
Marking and Assessment Guide for Students
Key Stage 4**

English Lever Arch Folder/ Ring binder

- Your classwork will be completed on paper and be kept in your English ring binder or Lever Arch folder. You will bring this folder to each lesson.
- You will be expected to purchase this folder. It would also be helpful to purchase a refill pad of A4 lined paper and some subject dividers.
- Your English folder should be kept neat and well-presented – although draft work is allowed.
- All work must be completed in blue or black pen.
- Your English teacher will ensure they have looked over your folder to check the quality/ accuracy/ content/ amount of work you have produced.
- The folder will contain your notes, any handouts your teacher gives you, alongside examples of exam papers.

Assessment Folder

- You will be issued an assessment folder in Year 10 and will keep this folder until the end of Year 11.
- This will have your formal assessed pieces of work.
- All formal assessed pieces are completed on paper.
- Printing of assessments is completely your responsibility.
- Assessed pieces will be a range of classwork and home work.
- Assessed pieces will be both handwritten and typed – depending on what your teacher has set.

There are three different types of assessed work that will go in this folder. They are teacher assessed work, self-assessed work and peer assessed work.

Teacher Assessed Work

- You should have a piece of work formally assessed by your teacher every 2-3 weeks.
- Your feedback may be written by the teacher or it may be delivered verbally by your teacher. It may be a mixture of both verbal and written feedback.
- This could be an essay, a timed piece you've completed in class or possibly just some questions.
- Your teacher will inform you whether you are working in line with your predicted grade.
- You will also receive 1-2 targets that you need to work on to improve.

Self-Assessed work

- This is work you have assessed yourself using mark schemes or grading criteria. It helps you to evaluate your own work and think about how you can improve it.

Peer Assessed Work

- This is work that your peers have graded. It's important that we look at each other's work. We may be able to see some great examples and also be able to offer feedback on how to improve it.

Guideline document

Faculty Approaches to Marking and Feedback

English

Key Stage 3

| | | | |
|--|--|---|---|
| How is the subject taught? | | | |
| <input checked="" type="checkbox"/> Class exercise books Homework Books <input checked="" type="checkbox"/> Assessment Folders | Marking | Class books are light touched marked sporadically as teachers go. | |
| | Feedback | One piece every two weeks to be teacher assessed. | |
| Common marking and feedback strategies | | | |
| <input checked="" type="checkbox"/> Teacher marking | <input checked="" type="checkbox"/> Peer marking | <input checked="" type="checkbox"/> Self-marking | <input checked="" type="checkbox"/> Verbal feedback |
| Tracking? Title of piece of work, date, step achieved and target for improvement. | | | |

Key Stage 4 and 5

| | | | |
|--|--|---|---|
| How is the subject taught? | | | |
| <input checked="" type="checkbox"/> Class exercise books Homework Books <input checked="" type="checkbox"/> Assessment Folders | Marking | Class books are light touched marked sporadically as teachers go. | |
| | Feedback | One piece every two weeks to be teacher assessed. | |
| Common marking and feedback strategies | | | |
| <input checked="" type="checkbox"/> Teacher marking | <input checked="" type="checkbox"/> Peer marking | <input checked="" type="checkbox"/> Self-marking | <input checked="" type="checkbox"/> Verbal feedback |
| Tracking? Title of piece of work, date, step achieved and target for improvement. | | | |

Drama

All Phases

| | | | |
|--|----------------|---|-------------------|
| How is the subject taught? | | | |
| ✓ Class exercise books | Marking | Every three lessons for KS4 and KS5. | |
| Homework Books | | Different policy for KS3 – Half termly. | |
| ✓ Assessment Folders | Feedback | Feedback in exercise books and assessment folders for KS4 and KS5 - specifically using teams for formally | |
| Common marking and feedback strategies | | | |
| ✓ Teacher marking | ✓ Peer marking | ✓ Self-marking | ✓ Verbal feedback |
| Tracking? No | | | |

Media Studies

Key Stage 5

| | | | |
|---|----------------|---|-------------------|
| How is the subject taught? | | | |
| ✓ Class exercise books | Marking | Fortnightly | |
| Homework Books | | | |
| Assessment Folders | Feedback | Students have a set written piece of extended writing every fortnight with detailed diagnostic feedback in accordance with exam board success criteria and a set mark scheme. | |
| Common marking and feedback strategies | | | |
| ✓ Teacher marking | ✓ Peer marking | ✓ Self-marking | ✓ Verbal feedback |
| Tracking? No - Each CSP has either a factsheet which consolidates all the information which may include some activities or students have a detailed PLC which needs to be completed. | | | |

Science

All Phases

| | | | |
|--|----------------|--|-------------------|
| How is the subject taught? | | | |
| ✓ Class exercise books | Marking | Every 3 weeks | |
| ✓ Homework Books | | | |
| Assessment Folders | Feedback | Diagnostic feedback comes on assessments and student exam analysis sheets. | |
| Common marking and feedback strategies | | | |
| ✓ Teacher marking | ✓ Peer marking | ✓ Self-marking | ✓ Verbal feedback |
| Tracking? KS5 perform detailed assessment analysis on tracking sheets | | | |

Physics

KS4 and KS5

| | | | |
|---|----------------|---|-------------------|
| How is the subject taught? | | | |
| ✓ Class exercise books | Marking | Marking as I go in lessons. Especially in smaller groups. At the end of a piece of work a stretch question is based on the work. | |
| ✓ Homework Books | | | |
| ✓ Assessment Folders | Feedback | Students have a set written piece of extended writing every fortnight with detailed diagnostic feedback in accordance with exam board success criteria and a set mark scheme. | |
| Common marking and feedback strategies | | | |
| ✓ Teacher marking | ✓ Peer marking | ✓ Self-marking | ✓ Verbal feedback |
| Tracking? No - Each CSP has either a factsheet which consolidates all the information which may include some activities or students have a detailed PLC which needs to be completed. | | | |

Maths

Key Stage 3

| | | | |
|---|--|---|---|
| How is the subject taught? | | | |
| <input checked="" type="checkbox"/> Class exercise books Homework Books Assessment Folders | Marking | Books are peer and self-marked throughout the year | |
| | Feedback | At the end of every unit (roughly 2 weeks) a homework sheet is set for that unit of work. This is then marked and students are given the opportunity to review and improve upon their learning. | |
| Common marking and feedback strategies | | | |
| <input checked="" type="checkbox"/> Teacher marking | <input checked="" type="checkbox"/> Peer marking | <input checked="" type="checkbox"/> Self-marking | <input checked="" type="checkbox"/> Verbal feedback |
| Tracking? Assessment week results are tracked as the year progresses. Assessments are cumulative to continually review learning. | | | |

Key Stage 4

| | | | |
|---|--|---|---|
| How is the subject taught? | | | |
| <input checked="" type="checkbox"/> Class exercise books Homework Books <input checked="" type="checkbox"/> Assessment Folders | Marking | Class books are self, and peer marked as well as given verbal feedback from staff. Each unit, for independent study students must complete a double page revision spread to consolidate learning which is marked by teachers to check accuracy. | |
| | Feedback | After every unit, roughly twice a term, students complete a unit assessment. A RAG analysis is given and used to answer questions and improve their understanding which is also marked. | |
| Common marking and feedback strategies | | | |
| <input checked="" type="checkbox"/> Teacher marking | <input checked="" type="checkbox"/> Peer marking | <input checked="" type="checkbox"/> Self-marking | <input checked="" type="checkbox"/> Verbal feedback |
| Tracking? RAG analysis completed after every unit test. Students also complete a RAG after assessment weeks. All RAG links in to Mathswatch through topic lists. | | | |

Key Stage 5

| | | | |
|--|----------------|----------------|--|
| How is the subject taught? | | | |
| ✓ Class exercise books | Homework Books | Marking | Students self-assess their own work as they work through the course. Any class books they have are for their own work and are not viewed by teachers |
| ✓ Assessment Folders | | Feedback | At the end of every unit (roughly 2 to 3 weeks) students get set formal homework on exam style questions. Students also expected to complete online assessments as they work through the course. |
| Common marking and feedback strategies | | | |
| ✓ Teacher marking | ✓ Peer marking | ✓ Self-marking | ✓ Verbal feedback |
| Tracking? Each unit has a sheet which covers all possible work to be completed (above and beyond) as well as highlighting key topics and links to AWs | | | |

Physical Education

All phases

| | | | |
|--|----------------|----------------|--|
| How is the subject taught? | | | |
| Class exercise books | Homework Books | Marking | Homework is marked every 2 weeks (average) - often as feedback/EBI |
| ✓ Assessment Folders | | Feedback | Folders are looked at every 6 weeks (classwork) - diagnostic feedback given. No time built in for student responses. |
| Common marking and feedback strategies | | | |
| ✓ Teacher marking | ✓ Peer marking | ✓ Self-marking | ✓ Verbal feedback |
| Tracking? No | | | |

Business

GCSE and A-Level

| | | | |
|--|----------------|--|-------------------|
| How is the subject taught? | | | |
| ✓ Class exercise books Homework Books | Marking | Class notes not marked, but checked once per half term. | |
| ✓ Assessment Folders | Feedback | Exam questions and case studies marked every 2 weeks, with written/verbal feedback. Students are expected to repair their answers using the feedback. | |
| Common marking and feedback strategies | | | |
| ✓ Teacher marking | ✓ Peer marking | ✓ Self-marking | ✓ Verbal feedback |
| Tracking? Yes – the tracking sheet records the topic, the mark awarded, errors made and how to improve. | | | |

Economics

A-Level

| | | | |
|---|----------------|---|-------------------|
| How is the subject taught? | | | |
| Class exercise books Homework Books | Marking | Notes folders are checked every 6 weeks. | |
| ✓ Assessment Folders | Feedback | Exam questions are marked every 2 weeks and Assessment for Learning folders are checked every 6 weeks. Students repair feedback every two weeks. | |
| Common marking and feedback strategies | | | |
| ✓ Teacher marking | ✓ Peer marking | ✓ Self-marking | ✓ Verbal feedback |
| Tracking? Yes - Assignment title, Mark, errors made, Repairs made to the answer. | | | |

Islamic

All Phases

| | | | |
|--|----------------|--|-------------------|
| How is the subject taught? | | | |
| ✓ Class exercise books Homework Books | Marking | Weekly marking of all student books; including commentary of Quran recitation. | |
| ✓ Assessment Folders | Feedback | Students receive feedback; and then respond with improvements. | |
| Common marking and feedback strategies | | | |
| ✓ Teacher marking | ✓ Peer marking | ✓ Self-marking | ✓ Verbal feedback |
| Tracking? Students are provided with a termly/half termly overview of the course. They identify their start points at the beginning of the term and reflect on their progress once a unit has been completed. This is stuck into all student books and is clearly evident across all year groups. | | | |

MFL/Arabic B

All Phases

| | | | |
|--|----------------|---|-------------------|
| How is the subject taught? | | | |
| ✓ Class exercise books Homework Books | Marking | Weekly / when a significant piece of work has been written | |
| Assessment Folders | Feedback | Every 2-3 weeks when a piece of independent writing is produced | |
| Common marking and feedback strategies | | | |
| ✓ Teacher marking | ✓ Peer marking | ✓ Self-marking | ✓ Verbal feedback |
| Tracking? target for end of year/ gcse, 3 grids for AW feedback | | | |

Art

All Phases

| | | | |
|---|----------------|---|-------------------|
| How is the subject taught? | | | |
| Class exercise books | Marking | Students constantly peer assess each other's work in teams. Students work constantly assessed during lesson time | |
| Homework Books | | | |
| Assessment Folders | Feedback | Students receive feedback after each specific practical task is completed. Students also receive ongoing feedback on their sketchbook development | |
| Common marking and feedback strategies | | | |
| ✓ Teacher marking | ✓ Peer marking | ✓ Self-marking | ✓ Verbal feedback |
| Tracking? Students have individual action plans at key stage 4 and 5 and also have their work marked on the GCSE and A Level assessment matrix. Students also have a simplified version with the recommended amounts of work included for each grade descriptor so that they can monitor their progress, understand where they are and also know how to get to where they want to be. | | | |

Music

All Phases

| | | | |
|---|----------------|--|-------------------|
| How is the subject taught? | | | |
| Class exercise books | Marking | Marked for Listening Tests / Controlled Assessments | |
| Homework Books | | | |
| ✓ Assessment Folders | Feedback | Constant Verbal feedback each lesson / formal assessment feedback once a half term | |
| Common marking and feedback strategies | | | |
| ✓ Teacher marking | ✓ Peer marking | ✓ Self-marking | ✓ Verbal feedback |
| Tracking? Adapted from the pathway trackers. Will be released to students once reports are out. They have all data points on them and areas for students to write their strengths and improvements each term. | | | |

Psychology/Sociology

GCSE and A-Level

| | | | |
|---|----------------|---|-------------------|
| How is the subject taught? | | | |
| ✓ Class exercise books | Marking | On a weekly basis | |
| Homework Books | | | |
| ✓ Assessment Folders | Feedback | On a weekly basis - students are given one essay a week - with time in class to monitor tracker sheets, respond to feedback or re-draft | |
| Common marking and feedback strategies | | | |
| ✓ Teacher marking | ✓ Peer marking | ✓ Self-marking | ✓ Verbal feedback |
| Tracking? Name of student, Expected and Challenged grades, Essay title, mark on first attempt and targets. | | | |

Geography

All Phases

| | | | |
|--|----------------|------------------------------|-------------------|
| How is the subject taught? | | | |
| ✓ Class exercise books | Marking | 3-6-week cycle | |
| Homework Books | | | |
| ✓ Assessment Folders | Feedback | Fortnightly (weekly for KS5) | |
| Common marking and feedback strategies | | | |
| ✓ Teacher marking | ✓ Peer marking | ✓ Self-marking | ✓ Verbal feedback |
| Tracking? Used for assessment week information capture. | | | |

History

All Phases

| | | | |
|--|----------------|--|-------------------|
| How is the subject taught? | | | |
| ✓ Class exercise books | Marking | Exercise books - Light touch at teacher's discretion | |
| Homework Books | | One formal assessed piece of work every 3/4 weeks at KS3. KS4/5 generally complete at least one exam question/essay every 2 weeks | |
| ✓ Assessment Folders | Feedback | Written feedback in line with assessment objectives after every assessed piece of work Verbal feedback regularly given in lessons | |
| Common marking and feedback strategies | | | |
| ✓ Teacher marking | ✓ Peer marking | ✓ Self-marking | ✓ Verbal feedback |
| Tracking? Record raw mark, level & teacher feedback (strengths & targets) for each assessed piece of work completed. Additional tracking sheet in books to show progress over course of the year's assessments. | | | |

Design and Technology

GCSE

| | | | |
|--|----------------|---|-------------------|
| How is the subject taught? | | | |
| ✓ Class exercise books | Marking | Every couple of weeks - constant verbal feedback given every lesson esp. with practical | |
| Homework Books | | | |
| ✓ Assessment Folders | Feedback | Every unit - twice per term | |
| Common marking and feedback strategies | | | |
| ✓ Teacher marking | ✓ Peer marking | ✓ Self-marking | ✓ Verbal feedback |
| Tracking? End of unit assessment sheets used to assess specific subject learning skills | | | |

Moral Education and Arabic Social Studies

All Phases

| | | | |
|--|----------------|---|-------------------|
| How is the subject taught? | | | |
| ✓ Class exercise books | Marking | SPAG should be picked up regularly at least 3 times per HT | |
| Homework Books | | | |
| Assessment Folders | Feedback | 1 class assessment per term - but this can be teacher/peer/self-marked, 1 whole school assessment per term teacher marked | |
| Common marking and feedback strategies | | | |
| ✓ Teacher marking | ✓ Peer marking | ✓ Self-marking | ✓ Verbal feedback |
| Tracking? date, title, teacher/self/peer marked, % performance if needed, suggested improvements, targets | | | |

BTEC Courses

All BTEC courses are covered by the assessment and feedback guidelines as within their curriculum guides. This information is covered within the student handbook.

Snapshots of Marking and feedback

MFL: Key Stage 5

Work is marked explicitly to AO mark scheme with clear identification of marks; and most importantly the steps required to improve.

| A2 Essay | |
|----------------|---|
| AO3 (20 marks) | |
| 17-20 | The language produced is mainly accurate with only occasional minor errors. The student shows a consistently secure grasp of grammar and is able to manipulate complex language accurately. The student uses a wide range of vocabulary appropriate to the context and the task. |
| 13-16 | The language produced is generally accurate, but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex language accurately. The student uses a good range of vocabulary appropriate to the context and the task. |
| 9-12 | The language produced is reasonably accurate, but there are a few serious errors. The student shows a reasonable grasp of grammar and is sometimes able to manipulate complex language accurately. The student uses a reasonable range of vocabulary appropriate to the context and the task. |
| 5-8 | The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex language accurately. The student uses a limited range of vocabulary appropriate to the context and the task. |
| 1-4 | The language produced contains many errors of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex language accurately. The student uses a very limited range of vocabulary appropriate to the context and the task. |
| 0 | The student produces nothing worthy of credit. |
| AO4 (20 marks) | |
| 17-20 | Excellent critical and analytical response to the question set. Knowledge of the text or film is consistently accurate and detailed. Opinions, views and conclusions are consistently supported by relevant and appropriate evidence from the text or film. The essay demonstrates excellent evaluation of the issues, themes and the cultural and social contexts of the text or film studied. |
| 13-16 | Good critical and analytical response to the question set. Knowledge of the text or film is usually accurate and detailed. Opinions, views and conclusions are usually supported by relevant and appropriate evidence from the text or film. The essay demonstrates good evaluation of the issues, themes and the cultural and social contexts of the text or film studied. |
| 9-12 | Reasonable critical and analytical response to the question set. Knowledge of the text or film is sometimes accurate and detailed. Opinions, views and conclusions are sometimes supported by relevant and appropriate evidence from the text or film. The essay demonstrates reasonable evaluation of the issues, themes and the cultural and social contexts of the text or film studied. |
| 5-8 | Limited critical and analytical response to the question set. Some knowledge of the text or film is demonstrated. Opinions, views and conclusions are occasionally supported by relevant and appropriate evidence from the text or film. The essay demonstrates limited evaluation of the issues, themes and the cultural and social contexts of the text or film studied. |
| 1-4 | Very limited critical and analytical response to the question set. A little knowledge of the text or film is demonstrated. Opinions, views and conclusions are rarely supported by relevant and appropriate evidence from the text or film. The essay demonstrates very limited evaluation of the issues, themes and the cultural and social contexts of the text or film studied. |
| 0 | The student produces nothing worthy of credit in response to the question. |

*To improve: Grammar - verb endings, key structures
Content - all points are clear, the paragraph structure is sound throughout. You need to further develop your final explanations for some paragraphs as the analysis becomes repetitive from lack of detail.*

<< Cette pièce est avant tout une attaque contre la religion et l'église catholique.>> Dans quelle mesure est-ce que ce jugement est justifié?

Tout d'abord, si j'ose le dire, cette pièce n'est pas une attaque contre la religion et l'église catholique. Après avoir étudié cette pièce, je dirais qu'elle est avant tout une attaque contre l'hypocrisie, et Molière a créé le personnage de Tartuffe pur pour nous montrer les dangers de hypocrites. Au 17^{ème} siècle, l'Église catholique jouait un rôle essentiel dans la vie des gens, et je pense qu'il était facile pour les gens de l'époque de bien comprendre le personnage de Tartuffe.

Il est évident que tout au long de la pièce Molière utilise le personnage de Cleante. C'est clair que la pièce n'est certainement pas. Ceci est fait par Cleante's description de ce à quoi - ressemble une vraie personne religieuse et honnête. << Les bons et vrais devons qu'on doit suivre à la trace, ne sont pas ceux aussi qui font tant de grimace >>. Il est à noter qu'à travers les descriptions données par Cleante, nous pouvons conclure que cette pièce est pas une attaque contre la religion. - develop further - who does Cleante praise?

Il en va de même pour l'église. Molière ne critique jamais l'église catholique pendant la pièce. Il est indéniable qu'il fait référence à l'église mais il est important de constater qu'il ne le critique jamais. Donc, il est juste à dire que ainsi que la religion, il ne critique pas l'église. - manipulate? - oui?

Notons au passage que on voit très clairement que Tartuffe utilise la religion pour son / mais plutôt bien. Cela montre que Molière n'attaque pas la religion dans son ensemble mais plutôt d'individus, comme Tartuffe, qui abusent de la religion et défilent l'objet de la foi. << Mais l'intérêt du Ciel n'y saurait consentir >>, son utilisation du ciel sort de la bonne chose met en évidence son hypocrisie. Encore une fois cela montre que Molière n'attaque la religion, il montre comment la religion peut être utilisée dans une manière négative et être manipulée. - how - by saying that saying is private sinning.

Si j'ose le dire, cette pièce est vraiment une attaque contre l'hypocrisie. Encore une fois Molière utilise les personnages des Dorine, Elmire et Cleante à souligner que la pièce n'est pas une attaque contre la religion et l'église catholique. Cleante dit, << Vous ne ferez ruelle distinction entre l'hypocrisie, et la dévotion? >> Cette ligne est une déclaration claire que la pièce est plus une attaque contre l'hypocrisie. - what? Elmire?

Rien d'étonnant que avec le rôle de Tartuffe est son rôle comme un hypocrite religieux cela en dit long sur la pièce et le fait qu'il est un tentatif pour mettre les gens en garde contre les hypocrites. Par en utilise Orgon comme la victime, le public sont conscients de la conséquence de croire un hypocrite religieux. << Votre homme à dire vrai, n'est pas de ce modèle c'est de forte bonne foi que vous venez son zèle mais par un faux éclat je vous crois éblouis >> Orgon est croyant Tartuffe à cause de sa bonne foi mais est aveuglé à sa manipulation. Les actions d'Orgon montre au public qu'il devrait être conscient de l'hypocrisie religieuse. - how? - yes? - what?

En guise de conclusion, je pense que la pièce est clairement pas une attaque contre la religion et l'église catholique. Le fait que Molière a dû réécrire la pièce trois fois en dit long sur comment prudent il devait être pour s'assurer que ce n'était pas une attaque contre la religion et l'église catholique. - re-write? - how is direct English translation.

Key Stage 4

A RAG Analysis is automatically produced based upon staff mark books. This provides a clear visual overview of student strengths and areas to target. This information is kept in student's assessment folders; and is used in reflective activities after assessments, before moving on to new topics.

Psychology; Key Stage 5

04.10.18

Writing successful answer to 8.12.16 mark question Extended writing
AO1 Description of Psychological knowledge
AO3: Evaluation of Psychological knowledge

Name: *Gaeun.*
Essay title: *Humanistic approach - A2.*
Draft: *1*

| Level | 8 mark question | 16 mark question (6+10) | Description and knowledge AO1 | Discussion (Evaluation) AO3 | Focus (AO3) | Clarity and Organization | Specialist terminology | Quality of written communication SPAG |
|---------|-----------------|-------------------------|---|-------------------------------|----------------------|--|---|---------------------------------------|
| 4- A*-A | 7-8 | 13-16 | <i>Accurate and well detailed</i> | <i>Thorough and effective</i> | <i>Focused</i> | <i>Clear and coherent</i> | <i>Used effectively - Good range</i> | <i>Few errors</i> |
| 3- B-C | 5-6 | 9-12 | Evident although occasional inaccuracies | Mostly effective | Occasionally lacking | Mostly clear and organised | Mostly used effectively - A range used | Some errors |
| 2 D-E | 3-4 | 5-8 | Mostly descriptive and lacking accuracies in places | Limited effectiveness | Mainly descriptive | Lacks clarity and organisation in places | Used inappropriately on occasions - some used | Errors detract from clarity |
| 1 U | 1-2 | 1-4 | Limited and many inaccuracies | Limited, and absent | Poorly focused | Poorly organised | Either absent or inappropriately | Error obscure meaning |
| 0 U | 0 | 0 | No relevant content | | | | | |

What do these terms mean?

| | |
|-------------------------------|--|
| Accuracy | Being correct. Avoid confused and muddled answers. Present material that is correct |
| Detail | Providing specific pieces of information. This does not mean writing lots. Instead, it means including small pieces of information that bring your answer into focus. |
| Focus | If you focus on an image, you concentrate your attention on that one thing. The same is required for a good criticism. You need to pay attention just to the study or theory you are criticising rather than making general remarks. You need to EXPLAIN THE CRITICAL point rather than describing the theory or research! |
| Organisation | Does your answer flow and are your answers presented in a systematic and logical manner? This is where planning pays off as you can organise a structure to your answer before you start writing. |
| Clarity and coherence | Does your answer make sense? Lack of clarity is when the examiner doesn't understand what you are trying to say! To help with clarity and coherence, always state the POINT and EXPLAIN it. |
| Specialist terminology | This is linked to 'detail' - have you used the right psychological terms (giving evidence of what you have actually understood what you have read or been taught)? These terms are vocab used by psychologists for their concepts and theories |

Level: *4* AO1: *5/6* AO3: *6/6* *(5/16)*

Teacher's comments:
This essay was a pleasure to read. Really well done Gaeun! Wonderful essay plan.

Target:
In para 4 of your A2, you mentioned Rogers therapy - please develop this

The marking overview sheet enables students to review their work against the AO of the subject, whilst also providing a clear breakdown of the key terms used in the marking rubric. Even though the work submitted is of the highest quality, there is still a specific target included that allows the student to identify the next step to further improve.