



Unit:
Culture Studies

Assignment title:
Culture Studies

Spring 2020 to Spring 2023

Marking Scheme

Markers are advised that, unless a task specifies that an answer be provided in a particular form, then an answer that is correct (factually or in practical terms) **must** be given the available marks. If there is doubt as to the correctness of an answer, the relevant NCC Education materials should be the first authority.

This marking scheme has been prepared as a **guide only** to markers and there will frequently be many alternative responses which will provide a valid answer.

Each candidate's script must be fully annotated with the marker's comments (where applicable) and the marks allocated for each part of the tasks.

Throughout the marking, please credit any valid alternative point.

Where markers award half marks in any part of a task, they should ensure that the total mark recorded for the task is rounded up to a whole mark.

Marker's comments:

Moderator's comments:

Mark:

Moderated mark:

Final mark:

Penalties applied for academic malpractice:

Task 1

General marks

	Guide	Maximum Marks
1	<p>General essay content is relevant to the question asked</p> <p>0 Marks – No relevant purpose and/or main topic for any paragraph can be identified.</p> <p>1 Mark – Some patches of content match the title but there is a lot of irrelevant information.</p> <p>2 Marks – Some of the content matches the title but there is a lot of irrelevant information. The argument is not very clear.</p> <p>3-4 Marks – The content matches the title well and the argument is generally well made. All aspects of the question are dealt with although there may be a little irrelevant information.</p> <p>5-6 Marks – The content matches the title well and the argument is generally well made. All aspects of the question are dealt with and there is no irrelevant information.</p> <p>7-8 Marks – The content matches the title perfectly and the argument is very persuasive. There is no irrelevant information. The essay is of a very high standard.</p>	8
2	<p>Essay identifies points or elements within the topic that are to be analysed</p> <p>0 Marks – No essay submitted.</p> <p>1 Mark – Essay has to be read carefully to identify the main topics and themes.</p> <p>2 Marks – Elements or points for analysis can be identified throughout but are not always clear or logical.</p> <p>3 Marks – Elements or points for analysis can be clearly identified throughout.</p> <p>4 Marks – Elements or points for analysis can be clearly identified throughout, are clearly logical and are suitable for a robust comparison.</p>	4

	Guide	Maximum Marks
3	<p>Essay draws comparisons and analyses each point/element, demonstrating knowledge and understanding of the topic</p> <p>0 Marks – Essay contains no comparison or analysis.</p> <p>1 Mark – It is difficult to identify any analysis or comparisons.</p> <p>2 Marks – Few relevant comparisons / analysis are present and may be unclear. Limited knowledge of the topic is evident.</p> <p>3-4 Marks – Some comparisons / analysis can be identified, but this is not consistent throughout. Some knowledge and understanding of the topic is evident.</p> <p>5-6 Marks – Comparisons / analysis can be identified throughout but are not always thorough or clear.</p> <p>7-8 Marks – Essay clearly compares / analyses each point or element and demonstrates strong knowledge and understanding of the topic.</p>	8
4	<p>Conclusions are drawn (differences / similarities highlighted)</p> <p>0 Marks – No conclusions are made.</p> <p>1 Mark – It is difficult to identify any conclusions within the essay.</p> <p>2 Marks – Few relevant conclusions are made and may be unclear.</p> <p>3 Marks – Some relevant conclusions are made.</p> <p>4-5 Marks –Conclusions are drawn throughout although they may not be linked completely to the analysis / comparisons and relevance may be questionable in some places.</p> <p>6-7 Marks – Conclusions are drawn throughout and are clearly based on the analysis / comparisons. There may be some small inconsistencies.</p>	7
5	<p>Evidence of Research</p> <p>0 Marks – No examples or evidence of research are apparent.</p> <p>1 Mark – Examples or evidence of research may be identified with difficulty.</p> <p>2 Marks – A few relevant examples or evidence are included and may be unclear.</p> <p>3-4 Marks – Some relevant examples or other evidence are included.</p> <p>5-6 Marks – Examples and / or other evidence are included throughout although occasionally may not clearly support the analysis / comparisons.</p> <p>7-8 Marks – Examples and / or other evidence are included throughout to support the analysis / comparisons.</p>	8

Essay structure

	Guide	Maximum Marks
1	<p>Essay has a clear structure</p> <p>0 Marks – Content is not organised. No structure is discernible.</p> <p>1 Mark – An attempt has been made to arrange the essay into paragraphs but this has limited effect.</p> <p>2 Marks – An attempt has been made to arrange the essay into paragraphs however the purpose for organisation and division of content is unclear.</p> <p>3-4 Marks – Essay is arranged into paragraphs, however structural features such as the introduction or conclusion may be missing and/or the purpose for organisation and division of content is often unclear.</p> <p>5-6 Marks – Introduction, main body paragraphs and conclusion are all present but some may not be clearly marked. Content is organised into paragraphs although occasionally the purpose for this can be unclear.</p> <p>7-8 Marks – Introduction, main body paragraphs and conclusion are all clearly identifiable. Content is clearly divided and organised into paragraphs although there may be minor inconsistencies.</p>	8
2	<p>Paragraphs are well ordered</p> <p>1 Mark – Paragraphs have little order which makes the essay difficult to follow.</p> <p>2-3 Marks – Paragraphs are ordered to some good effect, essay can be followed although there may be some confusion for the reader.</p> <p>4-5 Marks – The ordering of paragraphs is logical, directly supports the essay topic and makes the essay easy to follow.</p>	5
3	<p>Essay is cohesive</p> <p>1 Mark – Sentences and paragraphs are not well linked, making the essay difficult to follow.</p> <p>2 Marks – Some sentences and/or paragraphs are linked well, some ideas are difficult to follow.</p> <p>3 Marks – the majority of sentences and/or paragraphs are linked well, and the ideas are generally easy to follow.</p> <p>4 Marks – Sentences and paragraphs link well to each other, making the essay easy to follow from one idea to the next.</p>	4

Presentation

	Guide	Maximum Marks
1	<p>Essay is well presented</p> <p>1 Mark – Essay is poorly presented; font and/or text size differs.</p> <p>2 Marks – Essay is generally well presented; font and size may not be suited to an academic essay but is consistent throughout.</p> <p>3 Marks Essay is well presented in an appropriate font and text size.</p> <p>4 Marks – Essay uses an appropriate font, text size and justification consistently. Presentation is formal and professional.</p>	4
2	<p>In-text referencing is consistent and accurate</p> <p>0 Marks – No references are given.</p> <p>1 Marks – Little attempt has been made to reference quotations or supporting research.</p> <p>2 Marks – Some references are included; however quotations and supporting research are not all referenced according to academic standards.</p> <p>3-4 Marks – References are used to some good effect. All quotations and supporting research are referenced according to academic standards.</p> <p>5-6 Marks – References are used throughout and support the essay to good effect. All quotations and supporting research are referenced according to academic standards.</p> <p>7-8 Marks – References are used consistently and appropriately throughout the essay and contribute to a strong impression of well researched work. All quotations and supporting research is referenced according to academic standards.</p>	8

	Guide	Maximum Marks
3	<p>Bibliography is detailed and accurately presented</p> <p>0 Marks – No bibliography included.</p> <p>1 Marks – Few entries are included; little attempt has been made to present information in the correct format.</p> <p>2 Marks – Less than 5 sources, and/or entries are not presented in the correct format.</p> <p>3-4 Marks – Bibliography details a minimum of 6 sources and presents this in the correct format with few mistakes. Entries demonstrate at least 2 different media sources were used. (i.e. not all sources are from the internet/newspapers etc.)</p> <p>5-6 Marks – Bibliography correctly details a minimum of 6 sources and includes exact web pages, article titles, page numbers, etc. Entries demonstrate a variety of media sources have been used.</p> <p>7-8 Marks – Bibliography flawlessly and precisely details a minimum of 6 sources and includes exact web pages, article titles, page numbers, etc. A wide variety of sources were consulted and all information listed is clearly relevant and drawn upon in the essay.</p>	<hr/> 8
4	<p>Word count is appropriate</p> <p>0 Marks – word count is over 25% too short/long.</p> <p>1 Mark – word count is between 10 – 25% too short/long.</p> <p>2 Marks – word count is suitable (600 words +/- 10%).</p> <p>1 Mark – Word count is stated at the end of the essay.</p>	<hr/> 2 <hr/> 1 <hr/> 3

Total marks for Task 1	_____ /75 Marks
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Task 2

General marks

	Guide	Maximum Marks
1	<p>General content is relevant to the question asked</p> <p>0 Marks – No relevant purpose and/or main topic for any paragraph can be identified.</p> <p>1 Mark – Some patches of content match the topic of the task but there is much irrelevant information.</p> <p>2 Marks – Some of the content matches the topic of the task but there is much irrelevant information. The argument is not very clear.</p> <p>3 Marks – The content matches the topic of the task well and the purpose is clear. All aspects of the task are dealt with although there may be a little irrelevant information.</p> <p>4 Marks – The content matches the topic of the task well and the purpose is generally clear. All aspects of the task are dealt with and there is no irrelevant information.</p> <p>5 Marks – The content matches the topic of the task perfectly and the purpose is very clear. There is no irrelevant information. The content is of a very high standard.</p> <p>Marks may be awarded between descriptors if candidate work falls between the criteria.</p>	5
2	<p>Writing identifies points or elements within the topic that are to be analysed</p> <p>0 Marks – No writing submitted.</p> <p>1 Mark – Writing has to be read carefully to identify the main topics and themes.</p> <p>2 Marks – Writing clearly identifies which elements or points are being analysed / compared and the choice of these is clearly logical.</p>	2
3	<p>Writing draws comparisons and analyses each point/element, demonstrating knowledge and understanding of the topic</p> <p>0 Marks – Writing contains no comparison or analysis.</p> <p>1 Mark – It is difficult to identify any analysis or comparisons.</p> <p>2 Marks – Few relevant comparisons / analysis are present and may be unclear. Limited knowledge of the topic is evident.</p> <p>3 Marks – Some comparisons / analysis can be identified, but this is not consistent throughout. Some knowledge and understanding of the topic is evident.</p> <p>4 Marks – Comparisons / analysis can be identified throughout but are not always thorough or clear.</p> <p>5 Marks – Writing clearly compares / analyses each point or element and demonstrates strong knowledge and understanding of the topic.</p>	5

	Guide	Maximum Marks
4	<p>Summaries are made (differences / similarities highlighted)</p> <p>0 Marks – No summaries are made.</p> <p>1 Marks – Some relevant summaries are made.</p> <p>2 Marks – Summaries are made throughout and are clearly based on the analysis / comparisons. There may be some small inconsistencies.</p>	2
5	<p>Evidence of Research</p> <p>0 Marks – No examples or evidence of research are apparent.</p> <p>1 Marks – Some relevant examples or other evidence are included.</p> <p>2 Marks – Examples and / or other evidence are included throughout to support the analysis / comparisons.</p>	2

Structure

	Guide	Maximum Marks
1	<p>Writing has a clear structure</p> <p>0 Marks – Content is not organised. No structure is discernible.</p> <p>1 Mark – An attempt has been made to arrange the writing into paragraphs but this has limited effect.</p> <p>2 Marks – Writing is arranged into paragraphs, however structural features such as the introduction or conclusion may be missing and/or the purpose for organisation and division of content is often unclear.</p> <p>3 Marks – Opening, main body paragraphs and ending are all clearly identifiable. Content is clearly divided and organised into paragraphs although there may be minor inconsistencies.</p>	3
2	<p>Paragraphs are well ordered</p> <p>1 Mark – Paragraphs have little order which makes the writing difficult to follow.</p> <p>2 Marks – Paragraphs are ordered to some good effect, writing can be followed although there may be some confusion for the reader.</p> <p>3 Marks – The ordering of paragraphs is logical, directly supports the topic and makes the writing easy to follow.</p>	3

Presentation

	Guide	Maximum Marks
1	<p>Writing is well presented</p> <p>1 Mark – Writing is generally well presented; font and size are consistent throughout.</p> <p>2 Marks – Writing uses an appropriate font, text size and justification consistently. Presentation and format are appropriate.</p>	2
2	<p>Word count is appropriate</p> <p>1 Mark – word count is suitable (300 words +/- 10%).</p>	1

Total marks for Task 2	_____/25 Marks
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Overall mark (Task 1 total + Task 2 total)	_____/100 Marks
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Learning Outcomes matrix

Task	Learning Outcomes assessed	Marker can differentiate between varying levels of achievement
1	1, 2, 3	Yes
2	4	Yes

Grade descriptors for Culture Studies

Learning Outcome	Pass	Merit	Distinction
Understand the concept of culture and how different cultures can be defined	Provides consistent interpretation and evaluation of relevant information and ideas to complete tasks and address well defined problems.	Provides critical interpretation and evaluation of relevant information and ideas to complete tasks and address well defined problems.	Provides consistently critical interpretation and evaluation of relevant information and ideas to complete tasks and address well defined problems.
Understand how the education system of a foreign country differs from their own	Demonstrates adequate ability to review effectiveness of methods, actions and results	Demonstrates sound ability to review effectiveness of methods, actions and results	Demonstrates comprehensive ability to review effectiveness of methods, actions and results
Understand how the business culture of a foreign country differs from their own	Can adequately identify, select and use appropriate skills, methods and procedures to reach appropriate conclusions	Can soundly identify, select and use appropriate skills, methods, and procedures to reach well explained and appropriate conclusions	Can coherently identify, select and use appropriate skills, methods, and procedures to reach well explained and highly appropriate conclusions
Understand the relationship between digital technologies, communication and culture.	Uses appropriate investigation to inform actions/ conclusions	Uses detailed investigation to inform actions/ conclusions	Uses thorough and detailed investigation to inform well explained actions/ conclusions