Marking Scheme For History Jcs Latest Edition

Marking scheme for history JCS

Understanding the marking scheme for History in the Junior Certificate Science (JCS) examination is crucial for students aiming to excel. A well-structured marking scheme provides clarity on how marks are allocated across different sections of the exam, guiding students in their preparation and helping teachers in assessment. This comprehensive guide will explore the key components of the marking scheme for history JCS, detailing how marks are distributed, what examiners look for, and tips for maximizing scores.

Overview of the Marking Scheme for History JCS

The marking scheme for history in the JCS exam is designed to evaluate students' knowledge, understanding, analytical skills, and ability to present information coherently. It generally comprises marks allocated to various question types, including factual recall, explanation, analysis, and essay writing.

Structure of the Examination

Before delving into the marking scheme specifics, it?s important to understand the general structure of the history exam.

Question Types

- Multiple-choice questions
- Short-answer questions
- Source-based questions
- Extended essay questions

Exam Duration

The typical duration is 2 hours, with marks distributed across different sections to assess various skills.

Marking Scheme Breakdown

The total marks for the history JCS paper usually range from 100 to 120 marks, depending on the exam year. The marks are divided among different sections as follows:

Multiple-Choice and Short-Answer Questions

- Approximately 20-30 marks
- Assess factual knowledge and quick recall

Source-Based and Data-Response Questions

- Approximately 20-30 marks
- Evaluate analytical skills and interpretation of sources

Extended Essays and Long-Answer Questions

- Approximately 50-70 marks
- Assess depth of understanding, analysis, argument development, and coherence

Detailed Marking Criteria

A detailed understanding of how marks are awarded can help students focus their efforts effectively.

Factual Recall and Knowledge (20-30 marks)

- **Accuracy:** Correctly recalling facts, dates, names, and events earns full marks.
- **Completeness:** Providing all relevant details in answers ensures maximum points.
- **Clarity:** Clear, concise responses are preferred by examiners.

Understanding and Explanation (20-30 marks)

- **Demonstrating understanding:** Explaining causes, effects, and significance of events.
- **Use of examples:** Supporting explanations with relevant examples earns additional marks.
- **Clarity of expression:** Well-structured answers score higher.

Source Analysis and Interpretation (20-30 marks)

- **Source comprehension:** Correctly interpreting the source?s content.
- **Contextual understanding:** Linking sources to relevant historical context.
- **Critical analysis:** Evaluating the reliability, bias, or perspective of sources.

Extended Essays and Argumentation (50-70 marks)

- **Thesis statement:** Clear presentation of your main argument.
- **Development of ideas:** Logical, coherent argument with supporting evidence.
- **Use of evidence:** Incorporating facts, sources, and examples effectively.
- **Conclusion:** Summarizing key points and reinforcing your argument.
- **Language and presentation:** Clear, formal language with good structure boosts marks.

Common Pitfalls and How to Avoid Them

Maximizing your score involves not only knowing what to include but also avoiding mistakes that can cost marks.

Common Mistakes

- Providing vague or incomplete answers
- Failing to address all parts of a multi-part question
- Misinterpreting sources or providing incorrect analysis
- Poor organization and lack of coherence in essays
- Spelling and grammatical errors

Tips to Improve Your Score

- Practice answering past papers under timed conditions to improve time management.
- Ensure your answers are structured: introduction, main body, conclusion.
- Use bullet points for factual recall questions where appropriate, but avoid overly brief responses.
- Develop your analytical skills by practicing source analysis regularly.
- Revise key dates, events, and themes systematically.
- Seek feedback from teachers to identify areas for improvement.

Sample Marking Scheme for an Extended Answer Question

To illustrate how marks are allocated, here is a typical breakdown for an essay question worth 20 marks:

- **Introduction (2-3 marks):** Clear thesis statement and outline of points.
- **Content and Development (10-12 marks):** Well-developed arguments supported by evidence.
- **Analysis and Critical Thinking (3-4 marks):** Insightful analysis, weighing different perspectives.
- **Conclusion (2-3 marks):** Summarizing main points and reinforcing the thesis.
- **Language and Presentation (up to 2 marks):** Clarity, grammar, and overall coherence.

This breakdown emphasizes the importance of structure, content, and critical engagement.

Conclusion

The marking scheme for history JCS is designed to reward students who demonstrate a thorough understanding of historical facts, analytical skills, and effective communication. By familiarizing yourself with how marks are allocated, focusing on developing a balanced approach to factual knowledge, source analysis, and essay writing, you can significantly improve your performance. Regular practice, comprehensive revision, and attention to exam technique will help you excel in your history JCS exam. Remember, a structured answer that addresses all parts of a question and presents a convincing argument is key to maximizing your marks.

Marking Scheme for History JCS: A Comprehensive Guide for Students and Educators

Understanding the marking scheme for history JCS (Junior Certificate Science) is fundamental for students aiming to excel in their exams and for educators seeking to ensure fair and consistent assessment. The marking scheme serves as a blueprint that delineates how marks are allocated across different questions, topics, and types of responses. It provides clarity on what examiners are looking for, helps students prioritize their revision, and guides teachers in marking scripts objectively. In this article, we delve into the intricacies of the marking scheme for history JCS, offering a detailed breakdown, practical tips, and insights to help both students and educators navigate the assessment landscape effectively.

Understanding the Purpose of the Marking Scheme

The primary purpose of a marking scheme is to:

- Standardize assessment: Ensuring that all scripts are marked consistently and fairly.
- Guide examiners: Providing clear criteria on what constitutes full, partial, or no credit.
- Inform students: Offering insight into how their answers will be evaluated.
- Identify key skills: Highlighting the importance of knowledge recall, understanding, analysis, and presentation.

In history JCS, the marking scheme emphasizes not just factual knowledge but also the ability to analyze, evaluate, and communicate historical concepts effectively.

Structure of the Marking Scheme in History JCS

The marking scheme typically comprises:

- Question Breakdown

Each question is divided into parts (e.g., a, b, c), each requiring a specific response type?such as factual recall, explanation, comparison, or evaluation.

- Mark Allocation

- Total marks assigned per question or part.
- Distribution of marks across sub-points or criteria.

- Assessment Criteria

Clear descriptions of what constitutes full, partial, or minimal responses, often including:

- Content accuracy
- Depth of analysis
- Clarity of expression
- Use of relevant examples
- Structure and coherence

Key Components of the Marking Scheme

- Knowledge and Recall (Factual Content)

- Definition of key terms (e.g., democracy, colonization)
- Listing historical facts (e.g., dates, events, figures)
- Identifying causes and effects

Marking Tip: Full marks require accurate and precise recall; partial credit may be awarded for partially correct facts or incomplete answers.

- Understanding and Explanation

- Demonstrating comprehension of concepts
- Explaining the significance or consequences of events
- Clarifying relationships between historical factors

Marking Tip: Explanations should be relevant and demonstrate understanding; superficial or vague responses are awarded fewer marks.

- Analysis and Evaluation

- Comparing different perspectives
- Analyzing causes and effects
- Critically evaluating historical sources or interpretations

Marking Tip: Higher marks are reserved for well-structured analysis with supporting evidence and critical insight.

- Presentation and Communication

- Clear, coherent, and logical answers
- Use of appropriate historical terminology
- Correct spelling and grammar
- Proper paragraphing and formatting

Marking Tip: Presentation quality can influence marking, especially for higher-tier questions.

Practical Breakdown of Marking for Different Question Types

Short Answer Questions (Typically 2-4 marks)

- Focus on key facts or brief explanations.
- Marking emphasizes accuracy and relevance.
- Example: "Name one cause of the Irish War of Independence."
- Correct answer: "The desire for Irish independence from British rule."
- Full marks awarded for accurate, concise responses.

Structured Questions (6-10 marks)

- Require detailed explanations, comparisons, or evaluations.
- Marking considers depth of response, use of examples, and clarity.
- Example: "Explain the impact of the Treaty of Versailles on Europe."
- Full marks involve discussing territorial changes, economic repercussions, and political consequences, supported by examples.

Essay-Style Questions (15+ marks)

- Expect comprehensive essays with introduction, body, and conclusion.
- Marking scheme often allocates marks for:
- Introduction (setting the context)
- Argument development (logical progression)
- Use of evidence and examples
- Critical evaluation
- Conclusion summarizing key points

Marking Tip: Essays are marked holistically, but adherence to the criteria ensures fair scoring.

Key Tips for Students to Maximize Marks

- Understand the marking scheme: Know what examiners look for in each question.
- Plan your answers: Especially for longer questions, organize your thoughts before writing.
- Use relevant terminology: Demonstrate your knowledge of historical concepts.
- Support answers with examples: Specific details earn higher marks.
- Answer all parts: Even if unsure, attempt every part of the question to secure partial marks.
- Check your work: Correct spelling and clear presentation make a positive impression.

Tips for Educators in Applying the Marking Scheme

- Consistency is key: Use the scheme as a benchmark for marking all scripts.
- Provide constructive feedback: Highlight areas of strength and improvement based on the marking criteria.
- Update the scheme periodically: Reflect any curriculum changes or new assessment standards.
- Train markers: Conduct calibration sessions to ensure uniform understanding of marking standards.

Common Pitfalls and How to Avoid Them

- Overlooking command words: Words like 'explain,' 'compare,' or 'evaluate' specify response depth.
- Ignoring instructions: Failing to answer all parts or exceeding word limits.
- Vague responses: Lack of specificity leads to lower marks.
- Poor presentation: Messy or disorganized scripts can hinder understanding and marking.

Conclusion

The marking scheme for history JCS is a vital tool that ensures fairness, clarity, and consistency in assessment. For students, understanding how marks are allocated helps tailor their responses to meet exam expectations, emphasizing not just rote memorization but also analytical skills. For educators, it provides a structured framework to evaluate scripts objectively and provide meaningful feedback. Mastery of the marking scheme enables both parties to approach the exam process with confidence, ultimately leading to better learning outcomes and improved performance.

By familiarizing yourself with the detailed components of the marking scheme, practicing past papers, and aligning your answers with the assessment criteria, you can maximize your potential in history JCS exams. Remember, success in history is not just about knowing facts but also about demonstrating understanding, analysis, and clear communication?elements that the marking scheme explicitly rewards.

QuestionAnswer What is the marking scheme for the history section in JCS exams? The marking scheme for the history section in JCS exams typically allocates marks based on the accuracy of facts, clarity of explanations, and organization of answers, with specific weightage given to different types of questions such as objective, short answer, and long answer questions. How are marks distributed across different types of questions in the JCS history paper? Marks are usually distributed proportionally, with objective questions carrying fewer marks, short answer questions carrying moderate marks, and long answer questions having the highest marks to assess in-depth understanding. Are there specific guidelines for marking sources or references in history answers for JCS? Yes, students are generally encouraged to cite relevant sources or references accurately, and marks may be awarded for well-supported answers that demonstrate good use of evidence and

historical sources. How can students maximize their scores according to the marking scheme in JCS history exams? Students should focus on providing clear, concise, and well-structured answers, ensuring they cover all parts of the question, and include relevant facts and examples to earn full marks. Does the marking scheme reward analytical and critical thinking in JCS history answers? Yes, the marking scheme often awards additional marks for answers that demonstrate analytical skills, critical evaluation of historical events, and original insights. Are diagrams and maps considered in the marking scheme for JCS history papers? Yes, relevant diagrams, maps, and timelines can earn students extra marks if they are accurate, well-labeled, and effectively support the written answers. What common mistakes should students avoid to score well under the marking scheme? Students should avoid vague answers, missing key points, poor handwriting, and failure to address all parts of the question, as these can lead to lower marks. Is there a specific marking scheme for essay-type questions in JCS history exams? Yes, essay questions are typically marked based on content relevance, coherence, argument strength, historical accuracy, and presentation, with a detailed marking rubric guiding assessors. How important is time management in ensuring adherence to the marking scheme during the exam? Effective time management helps students allocate sufficient time to each question, ensuring they can develop comprehensive answers that meet the marking scheme criteria for full scoring.

Related keywords: history marking scheme, JCS history exam, history grading criteria, JCS history assessment, history exam marking guide, JCS social studies marking scheme, history scoring system, JCS history exam pattern, history evaluation criteria, JCS social studies grading

Jan 2014 by4 mark scheme

Jan 2014 By4 Mark Scheme

Jan 2014 BY4 Mark Scheme: A Detailed Guide to Understanding and Using It E?ectively

jan 2014 by4 mark scheme is a crucial resource for students, teachers, and examiners

who are involved in the assessment process of the BY4 syllabus. Whether you are

preparing for exams, marking scripts, or simply trying to understand how marks are

awarded, this mark scheme provides detailed guidelines and criteria that clarify

expectations and help maintain consistency in grading. In this article, we?ll dive deep into

what the jan 2014 BY4 mark scheme entails, how to interpret it properly, and tips to maximize your success using this valuable tool.

What is the Jan 2014 BY4 Mark Scheme?

At its core, the jan 2014 BY4 mark scheme is a document released by exam boards (often for Cambridge IGCSE or similar syllabi) that outlines the marking criteria for the BY4 examination paper conducted in January 2014. BY4 generally covers speci?c biology topics, and the mark scheme is designed to guide examiners on how to allocate marks for each question and sub-question accurately.

The mark scheme is more than just an answer key; it provides detailed notes on acceptable answers, alternative responses, and the speci?c points candidates need to demonstrate to earn marks. This ensures fairness and transparency in scoring, and it also helps students understand the depth of knowledge and precision required.

Why Is the Jan 2014 BY4 Mark Scheme Important?

Understanding the mark scheme can be a game-changer for students. Here?s why:

Clari?es Exam Expectations: It reveals what examiners are speci?cally looking

1.

for in answers, including keywords and concepts.

Improves Exam Preparation: By reviewing the mark scheme, students can

2.

practice structuring their answers to meet the required standards, avoiding vague

or incomplete responses.

Supports Teachers in Marking: Teachers and tutors use the mark scheme to

3.

maintain consistency in grading and provide better feedback to students.

O?ers Insight into Marking Patterns: Past mark schemes like the jan 2014 BY4

4.

help identify common question types and how marks are distributed across topics.

Breaking Down the Jan 2014 BY4 Mark Scheme

To use the jan 2014 BY4 mark scheme e?ectively, it helps to understand its typical structure and components. Generally, a mark scheme is organized question by question, with detailed notes for each part.

Mark Allocation and Answer Expectations

For each question, the mark scheme speci?es:

The total marks available.

The number of marks per sub-question.

The key points or facts that candidates must include to earn full marks.

Alternative answers that are acceptable.

Common misconceptions or errors that may lead to mark deductions.

For example, if a question asks about the process of photosynthesis, the mark scheme will identify essential terms like ?chlorophyll,? ?carbon dioxide,? ?light energy,? and ?glucose? as necessary components of a full response.

Using the Mark Scheme to Improve Answer Quality

Students can use the jan 2014 BY4 mark scheme as a checklist when practicing exam questions. By comparing their answers against the mark scheme, they can:

Identify missing elements or inaccuracies.

Learn how to phrase answers in a way that aligns with examiner expectations.

Understand the level of detail required for higher marks.

For instance, short answers might require concise facts, while longer questions may demand explanations or evaluations. The mark scheme helps clarify these nuances.

Tips for Maximizing Your Use of the Jan 2014 BY4 Mark Scheme

If you want to get the most out of the jan 2014 BY4 mark scheme, consider these practical tips:

1. Study the Mark Scheme Alongside Past Papers

Practice with past exam papers and then immediately check your answers against the mark scheme. This hands-on approach allows you to see how marks are awarded and where your answers fall short.

2. Pay Attention to Command Words

The mark scheme often highlights command words such as ?describe,? ?explain,? ?compare,? or ?state.? Each command word demands a di?erent kind of response, and understanding this helps you tailor your answers accordingly.

3. Learn Accepted Terminology

Examiners look for speci?c scienti?c vocabulary. The jan 2014 BY4 mark scheme reveals the exact terms and phrases that carry marks. Using these correctly can make a signi?cant di?erence.

4. Note Common Pitfalls and Errors

The mark scheme sometimes mentions common mistakes that candidates make. Being aware of these helps you avoid losing unnecessary marks.

Common Topics Covered in the Jan 2014 BY4 Examination

While the mark scheme is primarily focused on marking, its content indirectly re?ects the syllabus topics emphasized in the BY4 exam. Common themes include:

Biological processes such as photosynthesis, respiration, and digestion

1.

Cell structure and function

2.

Human physiology, including circulatory and respiratory systems

3.

Genetics and inheritance

4.

Ecology and environmental biology

5.

Reviewing the mark scheme can help you identify which topics are frequently tested and how questions are framed around these subjects.

Where to Find the Jan 2014 BY4 Mark Scheme

Access to the jan 2014 BY4 mark scheme is typically provided by the o?cial examination board?s website, such as Cambridge Assessment International Education. Many educational websites and revision platforms also host past papers and mark schemes for free download.

When downloading, ensure you select the correct year and paper code (BY4) to get the relevant mark scheme. Using the correct version is essential because mark schemes can change between exam sessions.

Using the Mark Scheme for Teaching and Revision

Teachers often integrate the jan 2014 BY4 mark scheme into their lesson plans to demonstrate model answers and marking criteria. Students can bene?t from group discussions based on the mark scheme, where they analyze why certain answers earn full marks and others don?t.

During revision sessions, the mark scheme serves as a guide to self-assess practice answers, helping learners build con?dence and re?ne their exam techniques.

Understanding Marking Terminology and Symbols

The jan 2014 BY4 mark scheme may include speci?c abbreviations and symbols that help examiners mark e?ciently. Some common ones include:

+1 mark: Indicates a single mark awarded for a correct answer or point.

1.

( ): Parentheses often enclose optional words or phrases that do not a?ect the

2.

marking.

[ ]: Square brackets may indicate examiner notes or additional guidance.

3.

Ignore: Speci?es information that does not a?ect marking if included in the

4.

candidate?s answer.

Familiarizing yourself with these conventions allows you to interpret the mark scheme more accurately and apply its lessons better.

Final Thoughts on Utilizing the Jan 2014 BY4 Mark Scheme

The jan 2014 BY4 mark scheme is an invaluable tool for anyone involved in the BY4 biology exam process. It not only demysti?es the marking process but also serves as a powerful learning resource. By engaging actively with the mark scheme?whether through studying, practicing, or teaching?you can sharpen your understanding of key biological concepts and improve your exam performance.

Keep in mind that consistent revision using both past papers and their corresponding mark schemes is one of the most e?ective strategies to excel in exams. The jan 2014 BY4 mark scheme, in particular, o?ers clear insights into the examiners? expectations from that session, enabling candidates to align their preparation accordingly and approach the exam with greater con?dence.

Question

Answer

What is the 'Jan 2014 BY4

mark scheme' used for?

The 'Jan 2014 BY4 mark scheme' is used to provide o?cial

marking guidelines and criteria for the BY4 exam paper

conducted in January 2014, helping examiners assess

students' answers consistently.

Where can I ?nd the 'Jan

2014 BY4 mark scheme'?

The 'Jan 2014 BY4 mark scheme' can typically be found on

the o?cial examination board's website or through

authorized educational resources and archives that

provide past papers and marking schemes.

How can the 'Jan 2014 BY4

mark scheme' help

students prepare for

exams?

By studying the 'Jan 2014 BY4 mark scheme', students can

understand how examiners award marks, identify key

points expected in answers, and practice structuring their

responses to meet marking criteria e?ectively.

Does the 'Jan 2014 BY4

mark scheme' include

detailed answers or just

marking guidelines?

The 'Jan 2014 BY4 mark scheme' generally includes

detailed marking guidelines, model answers, and the

allocation of marks for each question to guide examiners

in awarding marks accurately.

Can teachers use the 'Jan

2014 BY4 mark scheme' to

create practice tests?

Yes, teachers can use the 'Jan 2014 BY4 mark scheme' to

create practice tests and provide students with feedback

based on o?cial marking standards, helping them prepare

better for the BY4 exam.

An In-Depth Review of the Jan 2014 BY4 Mark Scheme

jan 2014 by4 mark scheme remains a pivotal reference for educators and students

alike, particularly those navigating the complexities of assessment criteria in the context

of the Cambridge International Examinations. This mark scheme serves as a blueprint for grading the BY4 paper, ensuring consistency and transparency in the evaluation of student responses. By dissecting this document, one can gain valuable insights into the assessment standards applied during that examination session, as well as understand the pedagogical intentions behind the question design and marking guidelines.

Understanding the Structure of the Jan 2014 BY4 Mark Scheme

The Jan 2014 BY4 mark scheme is meticulously structured to guide examiners in awarding marks fairly and accurately. It typically aligns with the question paper, providing detailed notes on expected answers and the allocation of marks per question or sub-question. The scheme is designed not only to indicate correct responses but also to outline acceptable variations, allowing for the recognition of alternative valid approaches or answers.

One of the de?ning characteristics of this mark scheme is its clarity in di?erentiating between levels of response. It delineates how marks are distributed for partially correct answers versus fully correct ones, and it often speci?es the importance of key terms or concepts that students must demonstrate. This approach encourages a nuanced grading process rather than a binary right-or-wrong judgment.

Key Features of the Jan 2014 BY4 Mark Scheme

Several features stand out when analyzing the jan 2014 by4 mark scheme:

Detailed Annotations: Explanatory notes accompany many answers, providing

1.

examiners with reasoning behind mark allocations.

Flexibility for Alternative Answers: The scheme recognizes diverse methods

2.

and answers, particularly in problem-solving or analytical questions.

Focus on Command Words: It emphasizes the importance of understanding verbs

3.

such as "describe," "explain," "compare," or "evaluate," which guide the depth of

the expected response.

Mark Bands and Levels: For extended answers, the scheme often uses mark

4.

bands to categorize responses based on their quality, coherence, and relevance.

These features collectively contribute to a transparent and objective marking process,

which is crucial in maintaining the credibility of the examination system.

Comparative Insights: Jan 2014 BY4 Mark Scheme vs. Other Exam Sessions

When compared to other marking schemes from di?erent examination periods, the jan

2014 by4 mark scheme illustrates a trend towards increasing clarity and examiner

guidance. Earlier mark schemes sometimes exhibited vaguer criteria, potentially leading

to inconsistencies in awarding marks.

For instance, the inclusion of more comprehensive examiner notes and expanded

recognition of alternative valid answers in the 2014 scheme re?ects an evolution in

assessment philosophy. This shift aims to accommodate diverse student thinking and reduce the penalization of unconventional but correct answers.

Moreover, the mark scheme's balanced approach to marking ? rewarding partial knowledge while maintaining rigorous standards for full marks ? aligns well with modern assessment strategies that value critical thinking and comprehension over rote memorization.

Implications for Students and Educators

The jan 2014 by4 mark scheme serves as an invaluable resource for both students preparing for exams and educators designing lesson plans or mock assessments. Understanding the criteria and expectations embedded in the mark scheme allows stakeholders to tailor their study and teaching strategies e?ectively.

For students, familiarizing themselves with the mark scheme provides insight into how their answers will be evaluated, helping them prioritize key concepts and structure their responses accordingly. For educators, the scheme o?ers a framework for creating practice questions and feedback mechanisms that mirror the assessment's demands.

This transparency enhances learning outcomes by aligning teaching methods with assessment objectives, ultimately fostering better preparedness and performance.

Challenges and Limitations of the Jan 2014 BY4 Mark Scheme

Despite its strengths, the jan 2014 by4 mark scheme is not without limitations. Some challenges inherent in any mark scheme are present here as well, including:

Subjectivity in Interpretation: While detailed, some criteria still allow for

1.

subjective judgment, especially in evaluating extended or analytical responses.

Limited Scope for Creativity: Although alternative answers are acknowledged,

2.

the scheme may sometimes restrict marks to conventional approaches, potentially

discouraging innovative thinking.

Complexity for Novice Examiners: The depth and detail of the scheme may

3.

overwhelm less experienced markers, risking inconsistent application.

These challenges highlight the ongoing need for examiner training and periodic review of

marking schemes to ensure fairness and adaptability.

Enhancing Future Mark Schemes Based on the Jan 2014 BY4 Model

Drawing lessons from the jan 2014 by4 mark scheme, future iterations could bene?t from:

Increased Exempli?cation: Providing more sample answers at various mark

1.

levels to guide examiners and students.

Greater Emphasis on Skills: Expanding criteria to reward critical thinking,

2.

synthesis, and originality more explicitly.

User-Friendly Formatting: Simplifying the presentation to enhance usability

3.

without sacri?cing detail.

Such enhancements would further strengthen the mark scheme?s role as a tool for fair, comprehensive assessment.

The jan 2014 by4 mark scheme exempli?es a thoughtful approach to examination assessment, balancing clarity, fairness, and educational value. Its detailed structure and consideration of multiple answer formats demonstrate a commitment to acknowledging student e?ort and understanding. As the landscape of education assessment continues to evolve, mark schemes like this one provide a foundation upon which more re?ned and inclusive evaluation practices can be built.

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