

Academic Skills

on the LEAPS Summer School

Assessment form for the Individual Essay assignment

Student name: IWA Report

Mark out of 50 (subject to moderation):

33/50

Marker name:

Example

Date: 2017.

Comments

You've clearly spent time & effort researching and thinking about the question - WELL DONE!!

Your abstract is succinct and accurately outlines what the report will cover. - excellent job.

You've done well to follow most of the guidance but follow an formatting instructions for future assignments

The language is generally good but there are some lapses. but your structure is easy to follow & you make good use of signposting

You've attempted to present balance by including the section on finance & homesickness but this feels like it's been 'shored' in & is not as strong as the others.

Generally this report would have benefitted from careful proof-reading and editing:

- Consistency in citations & refs.
- Formatting. (Style sheet).
- sentences & flow.
- extra opportunity to critically reflect on ideas.

When using figs or tables you need to cite it in the text to tell the reader when to look at it. There should be a heading or legend that explains what it shows and discussion in the text of why it is relevant.

It is also better to try and generate/adapt your own rather

Note: the marks allocated represent the 'best fit' in the view of the marking team. Where required, markers will provide additional comments.

than using some one else's straight off (diff. purposes). eg pull together evidence from diff. papers. or keep only relevant sections.

I. CRITICAL THINKING AND EVIDENCE

I.1 RELEVANCE

We want to see that you have addressed the question. We are looking for content to be directly relevant to the question (within the short word count there is little room for wandering off topic). We are looking for you to make regular and explicit connections to the essay question throughout the work.

(5) The impression given is that the topic question remained at the forefront of your mind throughout the preparation of the paper. The question is clearly addressed and content was relevant throughout.

(3) Although the paper drifts off topic or lacks explicit connection to the question at times, content is generally relevant.

(1) Large sections of the paper drift away from the topic or fails to make explicit the relevance of what is being discussed. This might be due to misinterpretation of the question, or perhaps you lost sight of the essay question.

(0) You have not answered the question (or have addressed an alternative question).

4
attempt of balance

I.2 CRITICAL REFLECTION

We want to see that you have critically reflected on the question, that you have spent time giving careful thought to the subject and have taken a position in response to the question.

(5) It is clear that you have critically considered the question. You have made an effort to get to grips with the topic and have achieved depth in your response. This is convincing and impressive work.

(3) You have evidently spent time reflecting on the subject although could have gone into more depth. Perhaps there is a tendency towards description rather than analysis. More analysis or interpretation would have provided a more convincing answer. Finance & homesickness is a weak section.

(1) It is unclear that you have spent very much time reflecting on the question. Your response lacks depth and analysis (it skims the surface). There might be some description however your response lacks interpretation and thought.

(0) You have not attempted to critically reflect on the topic. You have written the paper without engaging with the subject.

I.3 UNDERSTANDING AND INTERPRETATION

We want to see that you have grasped the key themes from the literature and the topic.

(5) It is clear that you have read widely and this contributes to an impressive understanding of the topic.

(3) You have demonstrated an understanding of some themes although perhaps there was some misinterpretation or an overly narrow focus.

(1) It is not clear that you have grasped the main themes of the topic or have read sufficiently widely and critically.

(0) You have not demonstrated any understanding of the topic.

I.4 SUPPORTING EVIDENCE

We want to see that you have used appropriate evidence effectively, which in turn makes for a convincing discussion of the topic.

(5) Content is supported by evidence wherever appropriate with regular reference to the literature; you have clearly grasped how to draw on evidence to support ideas. This is impressive work.

(3) There is regular use of supporting evidence, however it is lacking on a number of occasions where it was needed to support an argument. Nevertheless, this is a decent first effort.

— What about the table?

(1) Your paper includes some limited supporting evidence although it is generally lacking. This feels like a token effort.

(0) Your paper does not include any evidence of appropriate quality or relevance to the topic.

1.5 QUALITY OF SUPPORTING EVIDENCE

We want to see that you have used evidence (text or images) that is relevant and appropriate for academic study.

(5) Your essay demonstrates a broad range of evidence that is consistently relevant and of sufficient quality for academic work.

(3) The range of evidence in your essay is mostly relevant and of sufficient academic quality.

(1) With a few exceptions, your essay lacks reference to appropriate supporting evidence.

(0) Your paper does not include any evidence of appropriate quality or relevance to the topic.

2. STRUCTURE AND PRESENTATION

2.1 INTRODUCTION

We want to see that your paper includes a clear introductory section (including an abstract if in report format) that 'sets the scene' and demonstrates your interpretation of the question by providing: key background information to the topic; definitions of key terms where appropriate; and a clear demonstration of intent for the paper.

(3) Your introduction provides all of the stipulated characteristics and 'sets the scene' effectively.

(2) Your introduction includes most, but not all of the stipulated characteristics.

— Good abstract though!

(1) You have included an introduction but it lacks many of the stipulated characteristics.

(0) No introduction has been offered – you have simply 'launched into' discussion.

2.2 MAIN BODY

We want to see that your essay includes a clear main body including: the key ideas you have chosen to explore; logical progression of content; paragraphs (including headings if report format); consistency with what is outlined in the introduction. ✓

(3) The main body matches all of the expected characteristics.

(2) The main body includes most, but not all of the characteristics above.

(1) The main body lacks many of the characteristics stipulated above.

(0) No distinct main body was offered – for instance, it is hard to see where the introduction ends and the conclusion begins.

2.3 CONCLUSION

We want your paper to include a clearly identified conclusion that: summarises the key arguments covered within your paper; does not introduce new material; makes a concluding statement that links back to the original question; is consistent with the introduction and draws the paper to a natural close.

(3) Your conclusion fulfils all the criteria listed above, drawing the paper to a natural close.

(2) Your conclusion matches most, but not all of the characteristics above.

(1) You have offered a conclusion but it lacks many of the characteristics stipulated above.

(0) You have not offered a conclusion, or it is difficult to determine when the main body ends and the conclusion begins.

2.4 BIBLIOGRAPHY (essay) / REFERENCE LIST (report)

The bibliographical/reference information should be prepared using the Harvard referencing style, as per guidance in Week 3 of the course. This should include references presented in the appropriate format (with particular attention to the accuracy of web-based resources) and listed alphabetically.

(3) References are prepared exactly as stipulated (or very close to the ideal). You have clearly spent some time constructing the references and have grasped the function of a bibliography.

(2) Despite some errors, you have made a reasonable effort to correctly prepare references have grasped the function of a bibliography or reference list.

(1) The bibliography/reference list looks to be a token effort, possibly a hastily prepared list.

Alternatively, it might be correctly prepared but very short or is inconsistent with citations in the text.

(0) The paper does not include a bibliography/reference list.

2.5 CITATION STYLE

We want to see that sources of evidence are acknowledged in the text, using Harvard citation style as per guidance in Week 3 of the course.

(3) You have grasped when and how to cite sources and, with only one or two exceptions, have used the Harvard citation style effectively.

(2) Overall, you have made a good effort to cite sources, even if it has not always been done successfully or when required.

(1) You have attempted to cite sources from time-to-time and with variable success.

(0) You have not made any effort to cite evidence within the text.

Figures & tables also need references & citations in the text to tell the reader when to look at them and what the mean.

2.6 GRAMMAR

We want to read a paper with good grammar, including spelling and punctuation, which helps the articulation of your ideas.

(3) There are few grammatical errors and your paper seems to have been carefully proof-read thoroughly before submission, which makes it easy for the reader to understand your ideas.

(2) Your paper generally shows good use of grammar with some occasional mistakes.

(1) The frequency of basic mistakes suggests that you did not proof read the paper carefully prior to submission.

(0) Your paper is littered with grammatical errors and you have paid little attention to grammar, spelling or punctuation. At times it is difficult to understand your ideas.

2.7 LANGUAGE

We want to see that the language used in your essay is neutral, non-emotive, passive and contributes to a positive 'reader experience'.

(3) Your paper matches all of the criteria.

(2) Although not consistently the case, your paper generally matches the criteria.

(1) Your paper is let down by regular examples of writing that does not meet the above criteria and as such is not in an academic style.

(0) You seem to have ignored the guidance offered – this is not academic writing.

2.8 CONTINUOUS PROSE AND CLARITY

We want your paper to be easy to read. The use of continuous prose and short, clear, succinct sentences demonstrates clarity of thought.

(3) Your use of continuous prose helps the paper to flow. The use of short sentences helps the reader to follow your arguments.

(2) You have made a good effort to write with clarity, even if at times it becomes disjointed or long-winded. Nevertheless, it is generally possible to follow your ideas.

(1) Your paper is let down by a lack of continuous prose or long rambling sentences that are hard to follow. The impression is that you are unclear of the point you wish to make.

(0) Your writing in this paper is disjointed and contributes towards a poor reader experience. It is difficult to understand your ideas.

2.9 STYLESHEET

We want to see that your paper matches the stylesheet in the Brief:

(1) Your paper is consistent with every stipulated criterion on the stylesheet.

(0) Your paper does not match all of the guidelines in the stylesheet.

