

UNIVERSITY OF THE SOUTH PACIFIC  
Faculty of Business and Economics  
School of Economics, Population & Demography Program  
**PD301: Pacific Population and Urbanization Issues**  
Semester 2, 2016

## Assignment

### Report on population and development in the Pacific region

*Deadline for submission: Wednesday 23<sup>rd</sup> October 2015*

This assignment will be marked on a 0-100 scale and will account for 20% of your total course assessment.

### Topics

1. Development impact of labour mobility for Pacific Island Countries: beyond the three Rs
2. Urban jobs for the urban poor: opportunities and challenges of urbanization for Pacific labour markets
3. The reproductive health challenges of high fertility: Pacific islands in the international context
4. Policy frameworks for population and development and their relevance for Pacific Island Countries

### Requirements and Guidelines

- Choose **one topic** for your report.
  - The required length of your paper will be 3,000-4,000 words (including bibliography and statistical tables/charts)
- You can focus your report on one Pacific Island nation, but a comparative analysis explaining similarities and differences across the Pacific is preferable.

- Extensive **review of the literature** is to be used to support your arguments, ideas, concepts, and analysis. It is a good idea to do an annotated bibliography before you begin to write your first draft.
- You should demonstrate that you have acquired a good understanding of the topics dealt with in this course. Therefore, the more you refer to theoretical frameworks, concepts and issues you learnt in the course readings, the greater are your chances to achieve a high grade.
- **Statistical evidence** supporting your arguments should be included. Data should be presented in tables, graphs or maps (either included in the text or as a statistical annex).
- Carefully select the **data sources** where you get the statistics you report in your essay and evaluate the quality and fitness-for-purpose of the statistical evidence you use. If you need advice on the availability of data, please contact your course coordinator.
- Discuss the **policy implications** of your arguments and the strategic options available to policy-makers to address the challenges identified in your analysis.
- Before you start writing, it may be helpful to read the *Guide on writing academic essays*, which provides useful guidelines on the structure, style and analytical approach of a research paper (weblink available on Moodle).

### Instruction for submission

Assignments must be typed (Font 12 and 1.5 spacing).

Please be careful to correctly label your files and to include a cover page with the title, the course code, the full name you used to enrol in this course and your student identification number.

Upload your report by due date in the Moodle dropbox 'Report on population & development' as a Word or pdf file.

Your assignment will go through plagiarism detection software *Turnitin*, and a plagiarism report will be attached to your submission. It is very important that you summarize and elaborate in your own words all the information you get from any published and unpublished source. You cannot just cut and paste text from someone else's work. All sources must be fully and adequately referenced. If your overall similarity index is above 20% your assignment will not be accepted and you will be awarded 0 marks – however, a similarity index below 10% is more likely to represent original work at 300-level.

### Policy for late submissions

If you feel you will not be able to submit your report on time, contact your lecturer before the due date to discuss possible extensions. Failure to do this will result in the application of penalties for late submission as per criteria stated in your Course Outline. Penalisation will be -10% per day. Your course coordinator will not mark any assignment received after the study week.

### Marking Criteria for PD301 Assignment

RSD facets	Marking elements	Fail (very poor)	Fail (below	Pass	Credit	Distinction
		E (Less than 40%)	D (40-49%)	C/C+ (50-63%)	B/B+ (64-77%)	A/A+ (78-100%)
1. Embark & clarify (10 marks)	Introduction / overview of the topic	<input type="checkbox"/> Introduction is incomplete, flawed or missing	<input type="checkbox"/> Background and context of the study are not well established	<input type="checkbox"/> Context and topic are introduced but needs more development and clarity	<input type="checkbox"/> Good introduction of the topic, context, and issues at stake	<input type="checkbox"/> Introduction is clear, thorough, focused and engaging
	Objectives & method/study approach		<input type="checkbox"/> Objectives and method are inappropriate or poorly explained	<input type="checkbox"/> Objectives and method are adequate but should be more focused and better formulated.	<input type="checkbox"/> Objectives are clearly explained and match the proposed study approach	
2. Find and generate (25 marks)	Literature	<input type="checkbox"/> Evidence is severely lacking or unreliable	<input type="checkbox"/> Much of the literature is not relevant and important contributions are missing	<input type="checkbox"/> Literature is relevant but mostly non-peer-reviewed	<input type="checkbox"/> Extensive coverage of the literature, including some peer-reviewed papers	<input type="checkbox"/> Evidence and data gathered are relevant, academically robust and comprehensive
	Secondary data gathering		<input type="checkbox"/> Data and statistics are lacking, irrelevant and/or inaccurate	<input type="checkbox"/> Some relevant data and statistics are provided but gaps remain		
3. Evaluate & reflect (5 marks)	Quality of information and sources	<input type="checkbox"/> No attempt to evaluate the information used in the study	<input type="checkbox"/> Failure to identify important limitations in the information and sources used in the study	<input type="checkbox"/> Some basic but meaningful reflections are provided on the availability of information and quality of data sources	<input type="checkbox"/> Reflections on the quality and gaps of the evidence used are provided in relevant sections of the paper	<input type="checkbox"/> All sources are critically assessed. Gaps in the data and literature are clearly identified
4. Organize and manage (10 marks)	Structure and narrative of the paper	<input type="checkbox"/> Sections are missing, narrative does not follow logical thread	<input type="checkbox"/> Report not logically structured into sections with thematic subheadings. Poor development of paragraphs	<input type="checkbox"/> Report is structured into relevant sections but paragraphs do not convey well the main ideas. Links between paragraphs are often missing or unclear	<input type="checkbox"/> Report is structured into relevant sections. Paragraphs convey well the main ideas but flow of the argument is at times weak	<input type="checkbox"/> Report is well structured, with effective and engaging narrative
	Presentation of results in charts/tables	<input type="checkbox"/> No or severely lacking results	<input type="checkbox"/> Most charts/tables are inappropriate or incorrect	<input type="checkbox"/> Most charts/tables are appropriate but with severe layout and formatting issues	<input type="checkbox"/> All charts/tables are appropriate with only minor layout and formatting issues	All charts/tables are appropriate, correctly drawn and formatted
5. Analyse & Synthesise (30 marks)	Interpretation of data	<input type="checkbox"/> No or incorrect interpretation of data	<input type="checkbox"/> Weak or lacking interpretation of data	<input type="checkbox"/> Interpretation of data is generally correct but remain superficial	<input type="checkbox"/> Interpretation of data is sound but not always well integrated in the discussion of the findings	<input type="checkbox"/> Full and accurate interpretation of data
	Discussion of the findings	<input type="checkbox"/> No findings relevant to the topic of the report	<input type="checkbox"/> Discussion of the findings is weak or unfocused	<input type="checkbox"/> Discussion of the findings is relevant to the chosen topic but lacks depth	<input type="checkbox"/> Discussion of the findings is articulated and thorough but does not engage with the relevant literature	<input type="checkbox"/> Effective synthesis of the findings in relation to the relevant literature
6. Communicate & Apply (20 marks)	Writing style and grammar	<input type="checkbox"/> Errors in grammar and vocabulary seriously compromise comprehensibility	<input type="checkbox"/> Errors in grammar and vocabulary undermine comprehensibility	<input type="checkbox"/> Sentences are generally grammatically correct but tone, language and writing style are often inappropriate	<input type="checkbox"/> Sentences are error-free. Writing style denotes wide vocabulary with occasional errors in word choice	<input type="checkbox"/> Effective and articulated writing style
	Policy implications	<input type="checkbox"/> Discussion of policy implications is missing	<input type="checkbox"/> Policy implications are mostly irrelevant or weakly discussed	<input type="checkbox"/> Policy implications are relevant but mostly preconceived or not fully discussed	<input type="checkbox"/> Policy implications are appropriate but not well substantiated by the findings	<input type="checkbox"/> Discussion of policy implications effectively builds on the findings

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