

FBE - SGDIA

PL203 Marking Criteria for Assignment 2 (Essay) - Coordinator Gordon Nanau (Semester 2 2015)

MARKING CRITERIA FOR ESSAYS						
Facets	Elements	Distinction 78-100%	Credit 64 – 77%	Pass 50 – 63%	Fail (below standard) 40 – 49%	Fail (Very weak performance) Less than 40%
		20-25 marks	16- 19 marks	12.5 – 15 marks	10-12 marks	0-9 marks
In the case of plagiarism all facets become null and void. (i.e. You will 0%!)						
Embark and clarify 2.5 marks	Introduction	<ul style="list-style-type: none"> Establishes the context to the subject. Presents the issue and thesis statement and line of argument taken clearly and effectively. Explained its worth for discussion 	Establishes the context to the subject and presents the issue and thesis statement and line of argument taken clearly. 1.5	Establishes the context to the subject and presents the issue and thesis statement and line of argument taken but some parts are vague. 1.25	Attempts to link the context to the subject and presents the issue and thesis statement but weakly linked and has no line of argument. 1 0.5	Introduction incomplete, flawed or missing. 0
Find and generate 6 marks	Research	<ul style="list-style-type: none"> Wide range of appropriate and relevant references Direct and indirect quotations supporting arguments. 	A range of appropriate and relevant references, generally integrated into the text with a mix of direct and indirect quotations. Most quotations support arguments. Most citations	An attempt made to apply research to the assignment. The balance of direct and indirect quotations is uneven. Quotations occasionally replace student input. Citations show several errors.	Application or research to assignment is uncertain. Heavy reliance on one or two sources. Relevance and balance of direct and indirect quotations is questionable. Quotations often replace student input. Citations show many errors. Bibliography	No evidence of research.

			correct. Bibliography good but has minor errors.	Bibliography is satisfactory.	has many errors.	
Evaluate and Reflect 5 marks	Quality of analysis	Relevant discussion of readings Demonstration of understanding the readings used	Presents an argument with relevant analysis and supporting evidence. The points being made are clear to the reader.	Presents an argument with some analysis but also some description/summary. The points being made can be followed with some effort.	The argument is not clear with more summary and “telling the story” than analysis. The point of the essay becomes lost in places.	No argument or evidence provided. There doesn’t seem to be any real point in the assignment.
			Has a clear conclusion which brings together the main points and answers the question	Has a conclusion which repeats the main points.	Has a conclusion with little detail/unclear.	No conclusion.
Organise and manage 2 marks	Plan	Clear identification and separation of relevant ideas with details. Appropriate sub headings	Clearly showing relevant ideas with details.	Some distinction of ideas but it is not consistent.	Ideas do not reflect the issue. Major elements are missing.	No apparent plan.
	Paragraphs	Has well-structured paragraphs, that have one main idea and strong supporting material. Has good links between paragraphs that result in an essay that flows well.	Has well-structured paragraphs that have one main idea and supporting material. Links between paragraphs are there but could be stronger.	Has separate paragraphs that have one main idea and some supporting material but not consistent. Some links between paragraphs.	Has poor paragraph development – main ideas are left undeveloped or there is more than one main idea in a paragraph. Links between paragraphs are absent or not clearly stated.	Has little sense of paragraphing – paragraphs are too long or too short – main ideas and supporting material are confused.
Analyse and synthesise	Development of analysis	Discussion of key concepts with relevant examples.	Answers the question set clearly and in sufficient	Answers the question set mostly – some irrelevance.	Addresses the question but in a roundabout way and/or goes off on a	Fails to answer the question set.

7 marks		Provision of counter arguments with relevant examples.	detail.		tangent.	
Communicate and apply 2.5	Grammar	Grammar wholly accurate.	Grammar mostly accurate.	Minor grammatical errors but somewhat accurate.	Errors impede comprehensibility.	Errors seriously compromise comprehensibility.
	Accurate writing conventions	Uses language in an accurate way and punctuates correctly. Impressive use of academic style and vocabulary. Neutral tone sustained. Citations are totally accurate. Bibliography complete and accurate.	Mostly accurate language use and punctuation – a couple of errors. Accurate use of academic style and vocabulary.	Has accurate language but needs more checking – a few careless errors. Shows a reasonable grasp of academic style and vocabulary – some lapses.	Uses language which occasionally gets in the way of meaning. Show inappropriate style and vocabulary often.	Uses language which gets in the way of meaning - understanding takes effort. Uses more general / basic English than academic level English – the tone is wrong.

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