RSD @ USP

Undergraduate Level Courses

Handbook for Workshops

Embedding the skills associated with *researching and problem solving* in the curriculum

RSD Handbook for the 2015 Workshops

Introduction

Bula USP colleagues

This series of workshops marks a major shift in the three-year old implementation of the Research Skill Development (RSD) framework: the workshops have been co-designed and will be co-lead by experienced USP users of the RSD.

We are naturally very pleased to be able to work with you on reframing curricula so that individual courses together explicitly and coherently develop students' research skills, research literacies and problem solving skills throughout the years of undergraduate and postgraduate study in ways that fit USP contexts. This endeavour started in UU courses in 2012 and continued with Level 100 courses in all faculties in 2013 and Level 200 courses in 2014. This handbook is a resource to help pursue this initiative across 300 Level courses in 2015, and so enable a degree-long approach.

As you are aware, this initiative is part of a larger agenda to renew the university, including the STAR Project. The vision is that USP's research makes a deep and broad contribution to address the environmental, political, economic, cultural and social challenges of the region. The mission to achieve this vision is explicit and coherent research skill development across whole degree programs.

I wish you all the best with making The University of the South Pacific an institution where research and teaching have clear and immediate connections that mutually reinforce, and so make a powerful contribution to the region and its citizens.

John Willison, 30 November, 2014

University of Adelaide

STAR Project – the Strategic Total Academic Review.

STAR is a comprehensive, far-reaching, transformational review of USP's academic portfolio, policies, procedures and services to ensure the development of graduates who can take advantage of opportunities, secure meaningful and well-paid employment, appreciate multiple perspectives and live harmoniously with others; dealing effectively with the challenges of a globalised economy. Various working groups were commissioned, and Working Group 5 took on the responsibility of determining the best way to incorporate research skills and research literacies in USP curricula.

Working Group 5 (WG5)

WG5 found that in general the RSD framework was a workable tool that could guide academics in developing and assessing students' research skills in content-rich courses from First Year undergraduate to PhD level in diverse fields of specialisation. Moreover, it found that the bottom-up approach adopted by University of Adelaide and the dual approach by Monash University (top-down and bottom-up) provided an implementation model that USP could adopt.

WG5 thus concluded that the RSD framework was a suitable model for USP and recommended a 3-year phased adaptation and implementation that would culminate in a university-wide usage in 2015.

The RSD and USP Graduate Outcomes

Implementation of the RSD framework also enables assessment of the USP Graduate Outcomes to some extent. As reported by Working Group 5, there is a substantial overlap between RSD and the seven USP Graduate Outcomes. This overlap is represented in the figure given on the next page.

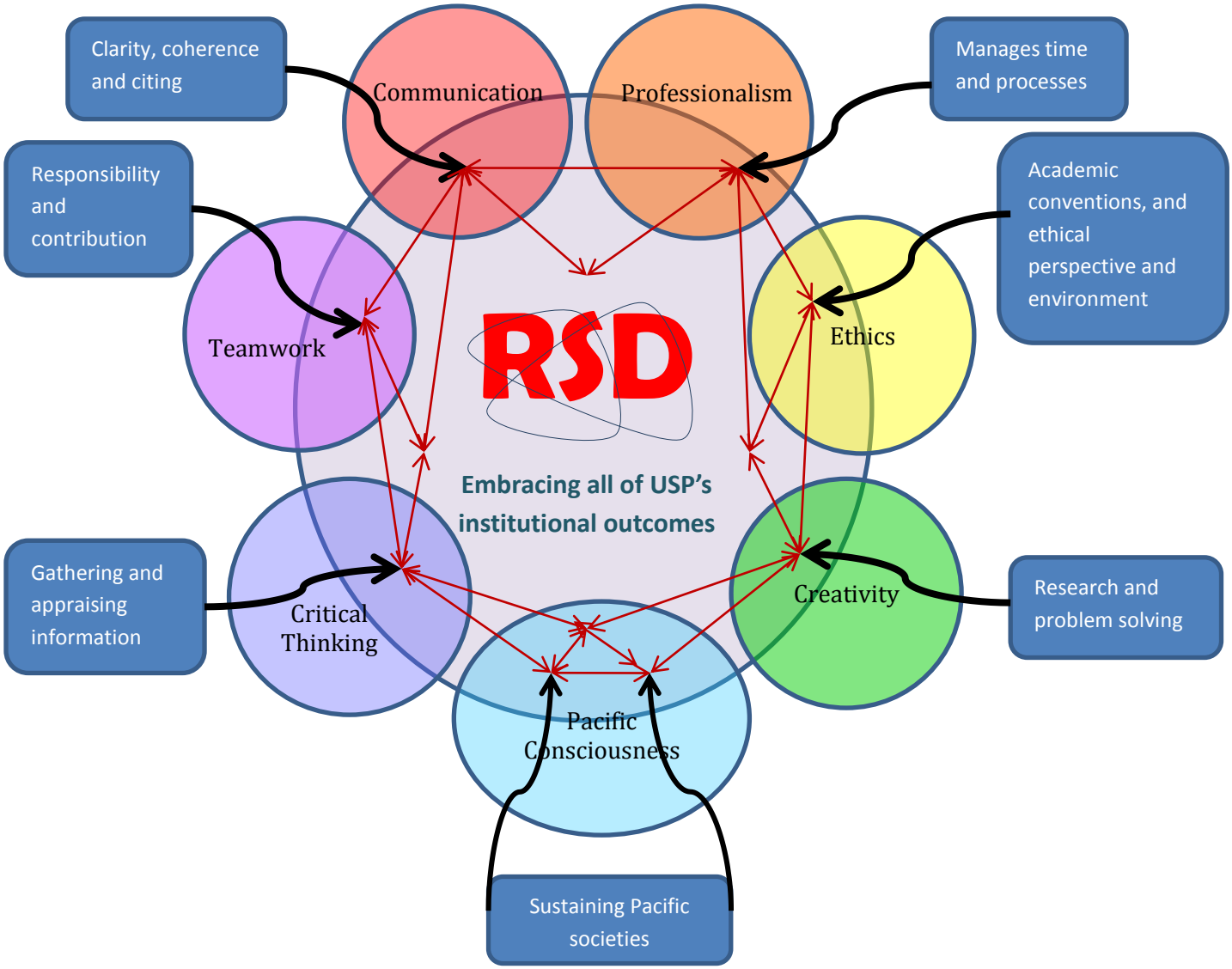
Websites for RSD resources

www.rsd.eu.au

http://research.usp.ac.fj/rsd

http://monash.edu/library/skills/rsd/

Relationship between RSD and the USP Graduate Outcomes



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Rationale for the Research Skill Development Framework

This rationale is based on an article published in Willison, J. & O'Regan, K. (2007). Commonly known, commonly not know, totally unknown: A framework for students becoming researchers. Higher Education Research and Development vol. 26, no. 4, pp. 393-409. The article is available at http://www.tandfonline.com/doi/abs/10.1080/07294360701658609

I am neither especially clever nor especially gifted. I am only very, very curious.
--Albert Einstein

Undergraduate education and university research

Undergraduate education has historically been seen in conflict with academics' research agenda (Lane, 1996; Sample, 1972). Boyer's revolutionary reconceptualisation of scholarship, motivated by a concern to 'break out of the tired old teaching versus research debate' (Boyer 1990, p. xii) has suggested possibilities other than that seemingly entrenched 'truth' of research and teaching as necessarily competing endeavours. In this view, teaching and research are not perceived as being in opposition, but rather, as inextricably linked with one other (Brew, 2006).

Within this paradigm, students are perceived as researchers who 'observe and participate in the process of both discovery and communication of knowledge' (The Boyer Commission on Educating Undergraduates in a Research University, 1998, p.18). Universities are 'scholarly communities' (Huber, 2003) and the purpose of undergraduate education is to induct students into that community. Lave and Wenger (1991) speak of learning as being 'configured through the process of [the learner] becoming a full participant in a socio-cultural practice' (p. 29), with learning corresponding to 'increasing participation in communities of practice' (p. 47). The 'beginner' develops 'an increasing understanding of how, when and what about old- timers collaborate, collude and collide' (p. 95); they learn to become members of a research community (Coppola, 2001; Brew, 2003a). So research skill development can be seen as an underlying principle of all education, not as something restricted to 'researchers' engaging in activities which compete with their teaching demands.

A framework for research skill development

The emerging question is, why is the research work done as part of undergraduate study not explicitly identified as such more often? Undergraduate research is possible, and is presently being conducted in some disciplines; yet many problems remain as barriers to its wider implementation. One of these problems, at least, is potentially addressable: the conceptual difficulties faced in facilitating student research skills. This could be addressed by a framework that helps academics conceptualise how they could explicitly facilitate student research skill development.

Research is motivated by curiosity or a need to know about how things are, and what they do or may do. Einstein claimed that his redeeming feature, in terms of research, was not cleverness or giftedness, but that 'I am only very, very curious', and while we may question his self-assessment in relation to cleverness and giftedness, what he says does underscore the pre-eminent characteristic of research: namely, to wonder why. To research, we embark on a voyage of discovery launched by curiosity or need. Children have this capacity to wonder early in life. However, to be maintained, this desire to embark on inquiry needs to be nurtured. Education should lead students to ask research questions of increasing sophistication, specificity, depth and breadth that set them on a journey towards making the unknown known.

Conceptualising and facilitating this journey is a task for all educators, and especially lecturers of undergraduates. At most levels of education, students research knowledge that is unknown to themselves, but which is commonly known to others. This research typically takes the form of assignments which are prescribed by others. As a student's education progresses, their research moves into a discipline discourse with concepts, language and conventions unknown to those outside that discipline. Research at this level is into the commonly not known. As students become well-acquainted with the canon of a discipline and its research techniques, they may be ready—probably at postgraduate level—to research gaps into or even extend the field, into areas previously unknown to humankind.

Whether researching into the commonly known, the commonly unknown or the totally unknown, the process may equally be labelled researching or learning: 'research is learning' (Brew, 1988 cited in Brew & Boud, 1995, p.267). Assignment tasks frequently require students to be involved in a process of research, though this is seldom made explicit. All associated activities which could be broadly identified as 'research' can be located on the research continuum, placing a first-year library or internet research assignment on the same continuum as PhD research: the associated set of skills are often the same, but what varies from first year to PhD is the degree of rigor, the level of specialisation and complexity of the discourse, the scope, depth and methodological framework applied to the inquiry process, and the extent of 'unknownness' of the topic under research. The fundamental facets of inquiry are identical, with common processes being acted out across all research endeavours.

This notion of the commonality of research processes underpins the two models we drew upon to identify facets of research, namely the ANZILL (2004) Standards and Bloom's Taxonomy (Bloom, *et al*. 1956). The ANZILL Standards comprehensively describe 'the skills or competencies that together make for effective and appropriate use of information' (CILIP 2005), this use being an essential and major part of the research process. Bloom's Taxonomy was developed initially to 'help one gain a perspective on the emphasis given to certain behaviours by a particular set of educational plans… so that it becomes easier to plan learning experiences and prepare evaluation devices' (Bloom et. al., 1956, p.2). Although the Taxonomy was first published fifty years ago, it has been consistently applied to teaching and learning contexts since that time (see, for example, Ormell, 1974; Furst, 1981; Anderson, Sosniak & Bloom, 1994; Krathwohl, 2002) and so provided another widely-applicable framework we considered relevant to research-as-learning. Drawing together elements from these two models led us to specify six facets of the research process: namely, that students embark on inquiry and so determine a need for knowledge/understanding, find/generate needed information/data using appropriate methodology, critically evaluate information/data and the process to find/generate them, organise information they have collected/generated, synthesise and analyse new knowledge, and communicate knowledge and understanding and the processes used to generate them.

As well as these facets, there are variables which span across the whole research process. One of these is the degree of 'knownness'; another is the degree of student autonomy in the research activity. Autonomy is widely acknowledged as an important aim in education (Boud, 1988; Bruce, 1995; Butler, 1999; Fazey & Fazey, 2001). Autonomy in the research context ranges from student engagement with closed inquiries directed towards a pre-determined outcome, involving a high level of structure and guidance and using prescribed methods and processes, through to open inquiries involving high levels of autonomy and self-determination in terms of what is investigated and how the investigation is done. Inquiries can be classified as 'closed' (lecturer-specified) or 'open' (student-specified) in relation to: the question, hypothesis or aim of the task; the procedure followed or equipment used; and the answer, resolution or need for further inquiry which is arrived at (Hackling & Fairbrother, 1996).

Drawing together the facets of research with the degree of student autonomy, we devised a conceptual framework based on an earlier formulation (Willison & O'Regan, 2005), from which to hang conceptions of student research skill and its development. This is the Research Skill

Development framework, the rows of which correspond to the six major student research facets, with the double-ended vertical arrow indicating that the movement through these facets is not linear, but recursive. Students researching may find, for example, whilst synthesising (Facet E) information and data, that they need to reframe their research question (Facet A). Nevertheless, there is a general progression from Facet A, leading ultimately to Facet F. The five columns in the table represent the degree of student autonomy, with Level I corresponding to a low degree of autonomy and describing students working at a level of a closed inquiry, requiring structure and guidance, and Level V corresponding to a high degree of autonomy and describing students functioning at the level of open inquiry.

The labelling of the facets and levels with successive letters and numbers is not meant to imply that a student progresses through them in a linear, pre-determined way. Nor will a student necessarily, at any one time, be functioning at the same level for all the specified facets. The progression for each student is recursive as well as context-, task- and discipline-specific. An individual student may engage in research behaviour which corresponds to their own individual pathway through the table, moving to higher or lower levels in each facet depending on the variables of context, task and discipline: a student may, at one time and in one context, be functioning for Facet A at Level II, for Facet C at Level V and for Facet D at Level III, while at another (or the same) time, in another context, their position may be represented by a different cluster of cells.

Students may go though many Level I to Level V cycles when researching the commonly known in undergraduate studies (or earlier). As they progress towards researching the commonly unknown, they may move through those same cycles several more times, finally arriving at the cutting edge of research into the totally unknown. Yet here again they may need guidance, starting at level I or II, until the autonomy of Level V is realisable, and at which point the student is applying the ‘standards’ of rigour and impact (Glassick *et al*., 1997) required to generate knowledge new to humankind.

The RSD framework is designed primarily as a conceptual tool for diagnosis and planning, promoting understanding and interpretation of both potential and realised student research skill development.

RSD Terminology

Definitions of key terms that are specific to the RSD approach are given below.

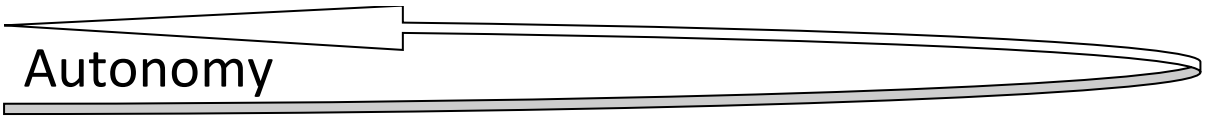
Facet of inquiry:	A facet of inquiry is an element of the research process. In the RSD the six facets are based on and build on from the stages of Bloom's Taxonomy, but are not considered hierarchical or linear; students may undertake all or some of the facets at different points during an assessment task or engagement with a text.
Level:	A level of the RSD represents the extent of autonomy in research that a student can achieve or has achieved. Although these levels are arranged in a progression, they are not necessarily a hierarchical construct and do not imply a linear progression from Level 1 to Level 5; a student's location within the levels is context-dependent and individualised.
Comprehensive rubric:	A comprehensive rubric gives detailed marking criteria for each facet and level. This allows criteria to be extremely explicit and objectives to be completely clear, and feedback to be extremely detailed. It also allows students to have a clear idea from the outset about what they must do to achieve a target grade.

Research Skill

Student

What characterises the difference between 'search' and 'research'? More searching and more data generation is just a 'biggasearch'! Research is **when students...**		**Level 1 (Prescribed Research)** Highly structured directions and modelling from educator prompt student research	**Level 2 (Bounded Research)** Boundaries set by and limited directions from educator channel student research
Facet of Research			
a. Embark & Clarify Respond to or initiate research and clarify or determine what knowledge is required, heeding ethical/cultural and social/team considerations.	Curious	Respond to questions/tasks arising explicitly from a closed inquiry. Use a provided structured approach to clarify questions, terms, requirements and expectations.	Respond to questions/tasks required by and implicit in a closed inquiry. Choose from several provided structures to clarify questions, terms, requirements and expectations.
b. Find & Generate Find and generate needed information/data using appropriate methodology.	Determined	Collect and record required information or data using a prescribed methodology from a prescribed source in which the information/data is clearly evident.	Collect and record required information/data using a prescribed methodology from prescribed source/s in which the information/ data is not clearly evident.
c. Evaluate & Reflect Determine and critique the degree of credibility of selected sources, information and of data generated and reflect on the research processes used.	Discerning	Evaluate information/data and reflects on inquiry process using simple prescribed criteria.	Evaluate information/data and reflect on the inquiry process using given criteria.
d. Organise & Manage Organise information and data to reveal patterns and themes, and manage teams and research processes.	Harmonising	Organise information/data using prescribed structure. Manage linear process provided.	Organise information/data using a choice of given structures. Manage a process which has alternative pathways.
e. Analyse & Synthesise Analyse information/data critically and synthesise new knowledge to produce coherent individual/team understandings.	Creative	Analyse and synthesise information/data to reproduce existing knowledge in prescribed formats. **Ask emergent questions of clarification/curiosity**.	Analyse and synthesise information/data to reorganize existing knowledge in standard formats. **Ask relevant, researchable questions emerging from the research**.
f. Communicate & Apply ethically Write, present and perform the processes, understandings and applications of the research, and respond to feedback, accounting for ethical, social and cultural (ESC) issues.	Constructive	Use mainly lay language and prescribed genre to demonstrate understanding for lecturer/ teacher as audience. Apply to a similar context the knowledge developed. Follow prompts on ESC issues.	Use some discipline-specific language and prescribed genre to demonstrate understanding from a stated perspective and for a specified audience. Apply to different contexts the knowledge developed. Specify ESC issues.

Development Framework



Level 3 (Scaffolded Research) Scaffolds placed by educator shape student independent research	**Level 4 (Student-initiated Research)** Students initiate the research and this is guided by the educator	**Level 5 (Open Research)** Students research within self-determined guidelines that are in accord with discipline or context.
Respond to questions/tasks generated from a closed inquiry. Choose from a range of provided structures or approaches to clarify questions, terms, requirements and expectations.	**Generate questions/aims/ hypotheses framed within structured guidelines*.*	**Generate questions/aims/ hypotheses based on experience, expertise and literature*.*
Collect and record required information/data from self-selected sources using one of several prescribed methodologies.	Collect and record self-determined information/ data from self-selected sources, choosing an appropriate methodology based on structured guidelines.	Collect and record self-determined information/data from self-selected sources, choosing or devising an appropriate methodology with self-structured guidelines.
Evaluate information/data and inquiry process using criteria related to the aims of the inquiry. Reflect insightfully to improve own processes used.	Evaluate information/data and the inquiry process comprehensively using self-determined criteria developed within structured guidelines. Reflect insightfully to refine others' processes.	Evaluate information/data and inquiry process rigorously using self-generated criteria based on experience, expertise and the literature. Reflect insightfully to renew others' processes.
Organise information/data using recommended structures. Manage self-determined processes with multiple possible pathways.	Organise information/data using student-determined structures, and manage the processes, within the parameters set by the guidelines.	Organise information/data using student-determined structures and management of processes.
Analyse and synthesise information/data to construct emergent knowledge. **Ask rigorous, researchable questions based on new understandings*.*	Analyse and create information/data to fill knowledge gaps stated by others.	Analyse and create information/data to fill student-identified gaps or extend knowledge.
Use discipline-specific language and genres to demonstrate scholarly understanding for a specified audience. Apply the knowledge developed to diverse contexts. Specify ESC issues in initiating, conducting and communicating.	Use discipline-specific language and genres to address gaps of a self-selected audience. Apply innovatively the knowledge developed to a different context. Probe and specify ESC issues in each relevant context.	Use appropriate language and genre to extend the knowledge of a range of audiences. Apply innovatively the knowledge developed to multiple contexts. Probe and specify ESC issues that emerge broadly.

Using the RSD to develop assessments and curriculum

There are many ways to use the RSD framework. So far, academics on our project team have developed five or six common methods. The first and most commonly-used approach is to *build an ongoing profile of student research skills*. The second is to *develop student research and technical skills in a uniform progression*, for use introducing new skills to a cohort that requires a clear level of technical skill to practise. The third is to *assign grades*, using the levels as bands of achievement matching High Distinction, Distinction, Credit etc. The fourth is *SOLO-influenced*, and the fifth is to use the RSD framework as a jumping-off point, to create a non-standard framework that *reflects the demands of a particular topic or discipline*.

Below is a description of how to use the RSD to redesign assessment tasks and curriculum in order to build a profile of student research skills.

Curriculum redesign

The RSD is frequently used as a conceptual tool for 'assessment-first' curriculum design.

The process of redesigning curriculum using RSD involves, first, developing marking rubrics, or designing new ones, that are informed by the RSD structure for existing assignments. Doing this first allows changes to the course structure to flow from the changes to the marking rubrics.

One prominent change that occurs as a result of redesigning marking rubrics in this way is that lecturers represent the purpose of assessment tasks to students differently: they give more emphasis to the development of students' research skills in their discipline, which can have positive effects on student engagement. Some lecturers have reported that relatively small changes to assessments have led to substantial differences in the way they talk in class about a journal article or laboratory task, and that this can ultimately alter the whole purpose and feel of a course.

The first step in this method of using the RSD is to develop a diagnostic assessment. This is typically a task requiring students to synthesise information from two or more literature sources, and is marked up to Level 2 of an RSD rubric, but diagnostics can also be designed to assess laboratory, fieldwork or performance research skills, and skills specific to many other disciplines.

The second step is to reframe the marking of an existing assessment—usually one that falls late in the semester, and ideally the final assessment task in the course—so that it too uses on the RSD format of assessing the 6 research facets, each marked up to Level 3 or Level 4 of the framework.

The third step, using these two modified tasks as bookends, is to modify and revise the emphasis of other existing resources and assessment tasks so that they form a coherent sequence.

Developing RSD marking rubrics for individual assessments

In developing an RSD marking rubric for an existing, individual assessment, there are several stages:

- *map* the existing assessment task against the RSD framework to locate it at a **level of student autonomy**.

- *consider* whether the task should remain at that level of inquiry, or to focus on a higher or lower level.
- *assess* the task against the six RSD **facets**, to identify which facets are present in the existing assessment, which are absent, which need to be strengthened and which need to receive less emphasis.
- *modify* the assessment task to incorporate all facets, and to include all the required levels.
- using the assessment task as a guide, *develop* a marking rubric based on the RSD shell rubric. This will articulate the assessment's requirements accurately to students, and enable effective and quick marking.

Developing a diagnostic assessment

Diagnostic assessments using RSD are usually, but not necessarily, literature research tasks in which students compare and analyse two short pieces of writing on a key topic. The topic should be one that is clearly defined and can be effectively explored in this format and in a limited time frame, as a diagnostic assessment should ideally be completed during a single class period.

The first element in developing a workable diagnostic assessment for research skills is to decide what research skills it needs to cover and what level of autonomy it should encompass. Identify a pair of short texts that contain different perspectives on a relevant topic, devise a task that requires students to identify key ideas and/or locate points of difference and similarity between the articles (you may ask them to present these in note form, to develop a research skill), and to compare and contrast or offer an analysis of the sources. Students should be asked to support their judgements of source validity with evidence (another research skill).

You can then use the RSD shell rubric to articulate your set of assessment criteria, modifying the assessment task and rubric as necessary during the process to ensure that all of the six RSD facets are included and that the task allows students to work to your chosen levels.

Examples of diagnostic assessments and marking rubrics in Human Biology and Electronics Engineering are available in this handbook.

How to redesign a curriculum using the RSD

To redevelop or redesign a full course curriculum using the RSD, develop an initial (diagnostic) task for the course, using the RSD framework and marking rubric, and then revise a later assessment task (ideally, the final task for the course) and create an RSD marking rubric for it. These will form the two end points of your RSD continuum.

Working from these two end points, determine which 'midway' points and research skills you want to develop and assess in your students. Revise existing tasks, or create new ones, to assess these points.

It is important to remember that the first run of an RSD course will reveal problems and issues that could not necessarily be predicted, so you will need to revise or edit your course over two or three iterations to make it as effective as possible.

You can find a detailed description of Eleanor Peirce and Mario Ricci's experience of designing an RSD course for Human Biology at http://www.adelaide.edu.au/rsd/explain/humanbio/

Workshop Program

Program for Undergraduate Level RSD Workshops

TIME	PROGRAMME
8.45 - 9.00am	Registration
9.00 - 10.30am	**SESSION A**: RSD Framework – Unpacking the Facets of RSD and Levels of Student Autonomy
10.30 - 11.00am	Morning Tea
11.00am - 1.00pm	**SESSION B**: RSD Implementation at Programme Level Where are we at with RSD?
1.00 - 2.00pm	Lunch
2.00 - 3.30pm	**SESSION C**: Review of RSD Assignments and Marking Rubrics Planning RSD in a course
3.30 - 3.45pm	Afternoon Tea
3.45 – 5.00pm	**SESSION C**: Group Presentations on Review of RSD Concluding Remarks

Session A: Introducing or Reinforcing Student Understanding of the RSD

Deriving the facets of the RSD

Unpacking the RSD Framework: re-animating the six facets of research in your context.

Linking the facets of the RSD to the courses in your program.

Task 1: Devise a way to reintroduce the RSD facets to your 300-level students, given that they have been exposed to them in at least in two 100 level courses.

Option A: Use the 5Ss below, and the stimulus examples pages 15-17, to develop a discipline-specific activity for students to revisit the facets of the RSD. The structure on pages 18-19 will guide you.

Option B: Use marking criteria from 100-level or 200-level RSD rubrics to revisit the skills being developed and assessed in your 300-level course.

Option C: Make students the masters of marking criteria by having them mark previous students work in teams.

Some Underlying pedagogical principles of Activities for Students to Derive the facets of the RSD

5Ss

Stimulating: Socially interactive and cognitively engaging activity.

Same: Small groups all working on identical tasks

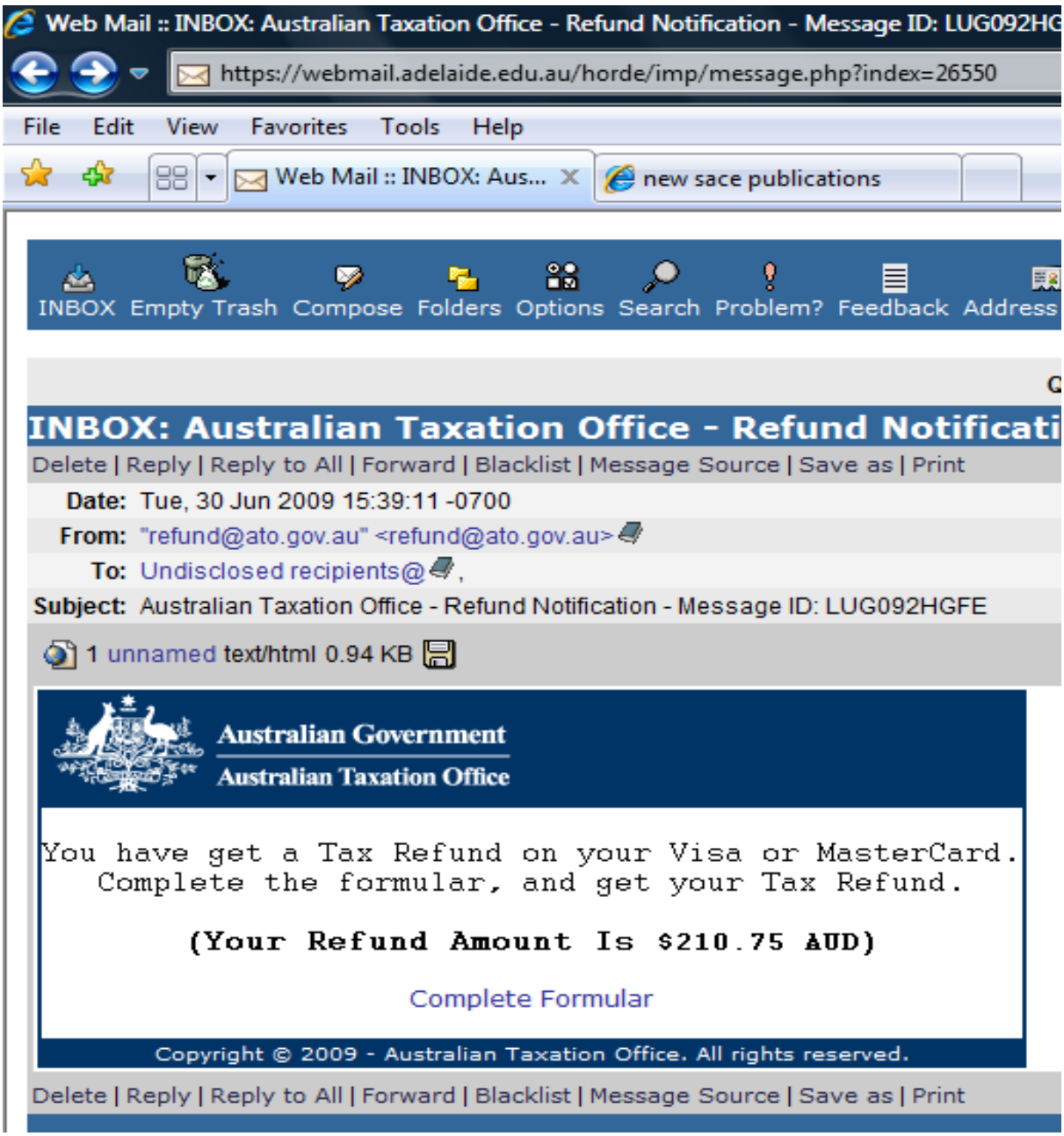
Single-view: Not wading through lots of materials, but can be represented in one slide or one side of A4 paper.

Short timeframe:

Self-aware: Students are required to be metacognitive: they make their own thinking visible


Evaluation - Wikipedia, the free encyclopedia - Microsoft Internet Explorer
File Edit View Favorites Tools Help
Back Search Favorites
Address http://en.wikipedia.org/wiki/Evaluation
Go
Make a donation to Wikipedia and give the gift of knowledge
Log in / create account
article
discussion
edit this page
history
WIKIPEDIA
The Free Encyclopedia
navigation
Main page
Contents
Featured content
Current events
Random article
search
Go
Search
Evaluation
From Wikipedia, the free encyclopedia
September 2008
This article may require cleanup to meet Wikipedia's quality standards. Please improve this article if you can. (September 2008)
This article is about characterizing and appraising something of interest.
For other uses, see Evaluation (disambiguation).
Evaluation is systematic determination of merit, worth, and significance of
something or someone using criteria against a set of standards. Evaluation often
http://wikimediafoundation.org/wiki/Donate/Now/en?utm_source=enwiki_01&utm_medium=anon_donation_banner&utm_campaign=spontaneous
Internet
start
RMIT
7 Microsoft Office ...
4 Internet Explorer
22:37


en.wikipedia.org/wiki/Evaluation
wikipedia
Create account
Log
WIKIPEDIA
The Free Encyclopedia
Article
Talk
Read
Edit
View history
Search
November 2013
Evaluation
From Wikipedia, the free encyclopedia
This article is about characterizing and appraising something of interest. For other uses, see Evaluation (disambiguation).
This article has multiple issues. Please help improve it or discuss these issues on the talk page. [hide]
This article may require cleanup to meet Wikipedia's quality standards. (September 2008)
This article is written like a personal reflection or opinion essay rather than an encyclopedic description of the subject. (May 2011)
Main page
Contents
Featured content
Current events
Random article
Donate to Wikipedia
Interaction
Help
About Wikipedia
Community portal
Recent changes
Contact page
Tools
Print/export
Languages
Evaluation is a systematic determination of a subject's merit, worth and significance, using criteria governed by a set of standards. It can assist an organization, program, project or any other intervention or initiative to assess any aim, realisable concept/proposal, or any alternative, to help in decision-making; or to ascertain the degree of achievement or value in regard to the aim and objectives and results of any such action that has been completed.[1] The primary purpose of evaluation, in addition to gaining insight into prior or existing initiatives, is to enable reflection and assist in the identification of future change.[2]
Evaluation is often used to characterize and appraise subjects of interest in a wide range of human enterprises, including the arts, criminal justice, foundations, non-profit organizations, government, health care, and other human services.
Contents [hide]
1 Definition
1.1 Purpose
1.2 Discussion


Web Mail :: INBOX: Australian Taxation Office - Refund Notification - Message ID: LUG092HG
https://webmail.adelaide.edu.au/horde/imp/message.php?index=26550
File Edit View Favorites Tools Help
Web Mail :: INBOX: Aus...
new sace publications
INBOX Empty Trash Compose Folders Options Search Problem? Feedback Address
INBOX: Australian Taxation Office - Refund Notificati
Delete | Reply | Reply to All | Forward | Blacklist | Message Source | Save as | Print
Date: Tue, 30 Jun 2009 15:39:11 -0700
From: "refund@ato.gov.au" <refund@ato.gov.au>
To: Undisclosed recipients@,
Subject: Australian Taxation Office - Refund Notification - Message ID: LUG092HGFE
1 unnamed text/html 0.94 KB
Australian Government
Australian Taxation Office
You have get a Tax Refund on your Visa or MasterCard.
Complete the formular, and get your Tax Refund.
(Your Refund Amount Is $210.75 AUD)
Complete Formular
Copyright © 2009 - Australian Taxation Office. All rights reserved.
Delete | Reply | Reply to All | Forward | Blacklist | Message Source | Save as | Print

From: support@ato.gov.au <support@ato.com>;
To:
Subject: Australian Taxation Office
Sent: Mon, Dec 12, 2011 3:32:25 AM

Progress of income tax return.

After calculations of your fiscal activity we have determined that you are eligible to receive a tax refund.

Find out about the progress of income tax returns click here .

Regards,

Administrative Department Team
Australian Taxation Office

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Skills that Employers Seek in Advertisements

GLENSIDE FULL OR PART TIME New Position

ADELAIDE – EASTERN SUBURBS
GLENSIDE VETERINARY CLINIC
Dare to be Different? .....
Are you an experienced veterinary surgeon with a penchant for surgery and looking for a new challenge?
This could be the career opportunity for you.
You will need to be enthusiastic, innovative and have an inquiring mind as your caseload will be 75% dogs and cats plus 25% birds and other exotic pets.
The position is at Glenside Veterinary Clinic, a long established practice at the gateway to the beautiful eastern suburbs of Adelaide. Here, everything is at your fingertips; schools and colleges, diverse shopping, beautiful parks and historic walking trails.

Please click here to see photos!

Manager - Veterinary Disease Surveillance

Primary Industries and Regions SA (PIRSA) offers innovative employment options, including flexible, diverse, and family friendly working environments. Awarded at State and national levels for our commitment to the health and wellbeing of our staff, we are seeking persons who are prepared to strive to exceed customer expectations and collaborate with industry to get things done.

The Manager - Veterinary Disease Surveillance is responsible for the leadership and management of the surveillance group including the supervision of other veterinarians and animal science graduates. The role also includes the development and management of disease monitoring programs and associated data to meet the needs of exporters, food safety programs and national disease reporting programs. It involves being a resource for strategic animal disease decision making using epidemiological and risk management principles. The incumbent will need to collaborate closely with livestock industry leaders in SA to procure funding and to continually monitor and develop the animal surveillance system in SA. It is also necessary to identify and relate to the needs of rural communities and possess a capacity to work collaboratively with veterinary practitioners, livestock producers, stock agents, industry groups, SA Health and other relevant stake holders. A high level of independent work, initiative, strategic development and motivation is required to ensure results are achieved.

Essential Minimum Qualifications:
A degree in Veterinary Science is essential. Post-graduate qualifications in epidemiology or equivalent are desirable.

Skills in both adds in bold

RSD Facets (affect in red)	Analysis of Skills in Job Adds
A. Embark & clarify Curious, inspired	INNOVATION, MOTIVATION, strong int in surgery, special interests in patient welfare, willingness
B Find & Generate Determined	Monitor & Develop animal disease surveillance system
C Evaluate & Reflect Discerning	follow up your cases & pursue your special interests
D Organise & Manage Harmonising	TEAM PLAYER, Leadership
E Analyse & Synthesise Creative	Lateral thinker , Decision making,
F Communicate & Apply ethically Constructive	GOOD COMMUNICATION
A. Embark & clarify Curious, inspired	VET DEGREE, EXPERIENCE, EXCELLENT CUSTOMER SERVICE, sense of humour,, epidemiology. Current drivers licence & willingness to drive, understanding of modern technology

A discipline-specific learning activity for students to understand the facets of the RSD

Audience: (Year level/s, compulsory/optional, degree of interest in course, number of students, etc)._____

Course name: _____

Purpose: introduce all facets of the RSD

Organisation of Activity: Students create 2 written lists: eg

Stimulus	List 1	List 2
Tax Office	Reasons to believe	Reasons to distrust
Lightning Strike (Electrical Engineering)	Why adage 'lightning never strikes twice in the same place' **may** be correct'	Why adage 'lightning never strikes twice in the same place' **may** be incorrect'
Lightning Strike (Nursing)	List reasons why Dom should have gone to emergency	List reasons why Dom did not need to go to emergency
Death of European explorers in Australia	Similarities of Aboriginal living-on-the-land skills and research skills	Differences between Aboriginal living-on-the-land skills and research skills

Step 1: Choose a discipline appropriate stimulus for a 200 level course that will use the RSD eg any on pages 14-18 or preferably one that relates to content early in the course

Step 2: Consider '5 Ss' on page 13

Step 3: What are the two lists that students will create in 2 minutes?

List 1
Description:_____

List 2
Description:_____

Step 4: How will you capture their ideas for each list? (eg edit mode of powerpoint?). This is best done as a 'brainstorm' ie no right or wrong. Students can challenge items after both lists complete.

_____

_____

Step 5: 'What skills did you use to do that?' Will you use John's 'hidden facets' in a powerpoint table, or some other strategy? (see table 1, next page)

_____

_____

Table 1: RSD facets and the kinds of things students may call out about the skills they used

Facets (hidden until students completed the second column	What skills did you use to do that activity?
Embark and Clarify	
Find and Generate	
Evaluate and Reflect	
Organise and Manage	
Analyse and Synthesise	
Communicate and Apply Ethically	

USP Examples of RSD Criteria from 100-Level Courses

HY101 'Pacific Islands Prehistory' Essay Marking Rubric – Semester 2 2013 (out of 15%)

Facet of Research	Element of Marking	A Highly Satisfactory Pass (71-100%)	A Satisfactory Pass (50-70%)	A Bad Essay (<50%)
Embark and Clarify 2% of the total	Precision of introduction – **1 mark** Answer to question – **1 mark**	Precise introduction. Answers the question.	Unclear introduction; lacks clarity in answer to the question	Lack of focus; does not answer the question.
Find and Generate 2% of the total	Credibility and number of sources of information/ literature – **1 mark** Identification of appropriate ideas/ themes – **1 mark**	Appropriate and adequate number of sources/ literature used. All or most of the appropriate ideas are identified	Limited literature with partly appropriate sources. Only half of the ideas/ themes are appropriate	Inappropriate and/or inadequate literature. Less than half of the themes/ ideas are appropriate
Evaluate and Reflect 2% of the total	Explanation of ideas – clarity and completeness **2 marks**	Clear and adequate explanation of ideas from literature in relation to assignment topic.	Explanation of ideas in relation to topic is somewhat clear and adequate.	Explanation of ideas in relation to topic is not clear and not adequate.
Organise and Manage 3% of the total	Categorisation of ideas – paragraphing. **1 mark** Sequence of information. **2 marks**	Appropriate categorisation of ideas. Logical sequence of information.	Ideas lack proper categorisation; more than one idea in a sentence. Sequence of information is partly appropriate.	Disconnected and unstructured ideas and information.
Analyse and Synthesise 3% of the total	Interpretation and analysis of information - **2 marks** Conclusion – precision and accuracy. **1 mark**	Show interpretation of information with clear findings or statements. Precise and correct conclusion.	Lack interpretation of information and unclear findings or statements. Conclusion is not correct or not precise.	No interpretation of ideas or reproduces the works of others Conclusion is not correct and not precise.
Communicate and Apply ethically 3% of the total	Grammar, Syntax and style, word limit, title, in-text referencing, bibliography **3 marks**	Correct grammar; good syntax and style; word limit; succinct title; Correct and complete bibliography	Some grammatical errors; lack proper syntax and style; under or over word limit; partly appropriate title; partly correct and partly complete bibliography	Numerous grammatical and spelling errors; poor syntax and style; under or over word limit; no/inappropriate title; incomplete and incorrect bibliography

MG101 (face to face mode) Research Report Marking Criteria – Semester 1 2013

Students' Names & ID Numbers: _____ _____ Marker: Naolah Pitia (MG101 Coordinator)

_____ _____ Total Marks: 30%

	Elements of the report	High Credit (HC) = 71-100%	Satisfactory (S) = 50-70%	Not satisfactory (NS) = <50%	None = 0	Mark
1. Embark and Clarify Clarify purpose, state definitions & significance **(3 marks)**	Context and focus are in the introduction	□ Clear context and precise focus provides direction	□ Adequate context and provides some direction	□ Unclear context or focus or not in introduction		
	Definition of workplace diversity	□ Clear and succinct	□ Adequate definition	□ Lacking clarity		
	Significance of the study based on the literature	□ Broad significance from multiple sources	□ Outlined using some literature	□ Significance not based on literature or is unclear		
2.Find & Generate Quality and relevance of information, research methods **(5 marks)**	Source- Variety - Currency - Relevancy	□ Wide Variety of sources □ less than 5 years old □ Strongly support key ideas and themes	□ Acceptable range □ Some not current □ Appropriately support key ideas and themes	□ Heavy reliance on few □ Many are not current □ Questionable relevance of some information		
	Use of examples	□ Clear & appropriate examples where needed	□ Examples are effective yet not all ideas supported	□ Examples lack relevancy or sufficient detail		
	Research rationale and methods used	□ Methods well explained and rationale clear	□ Methods or rationale unclear in places	□ Methods and rationale are unclear		
3. Evaluate and Reflect Accuracy and trustworthiness **(5 marks)**	Level of information accuracy and reliability	□ Primarily highly reliable information	□ Moderately reliable information	□ Much information is doubtful quality		
	Challenges/limitation & implications of these	□ Challenges/limitations & implications articulated	□ States challenges but no implications noted	□ Challenges are only partially considered.		
4. Organize and Manage Structure of paragraphs and whole report **(5 marks)**	Organisation -sentences -paragraphs	□ one main idea each □ have clear leading theme	□ Some lack one main idea □ Some lack leading theme	□ Many lack one main idea □ Many lack leading theme		
	Sequence of information	□ Logical and coherent sequence of information.	□ Information sequence is logical but lacks coherence	□ Unstructured information lacking harmony		
	Raw data documentation	□ Complete and no errors	□ Sufficient but lacks proper documentation & reliability	□ Poorly documented data		

5. Analyze and Synthesize **(8marks)**	Discussion based on analysis of information	☐ Clear analysis provides an insightful discussion	☐ Useful analysis, yet part of discussion lack clarity.	☐ Discussion lacks clarity due to weak analysis.		
	Finding and Conclusion – precision and fit for contents	☐ Findings precise, accurate & fits conclusion. ☐ Conclusion realistic, well-thought out, based on key findings ☐ Insightful lessons for the workplace	☐ Appropriate to key findings, but sometime lacks reliability and accuracy ☐ Conclusion does not fit the contents *or* is not precise. ☐ Satisfactory statements of lessons for the workplace	☐ Do not fit the key findings or inappropriate ☐ Conclusion does not fit the contents *or* is not precise. ☐ Unclear or non-applicable lessons for the workplace		
6. Communicate and Apply **(4marks)**	Expression	☐ Clear for an academic audience.	☐ Clear for a layman's audience	☐ Expression lacks clarity		
	Spelling and grammar	☐ Correct grammar, syntax and style	☐ Few errors - not well thought out	☐ Multiple errors ☐		
	In-text citing, reference list	☐ Correct and complete citing and reference list – strong evidence of ethical compliance & professionalism	☐ Partly correct citing or partly complete references – some evidence of ethical compliance & professionalism	☐ Incomplete and incorrect citing or reference list ☐ Lacks evidence of ethical sensitivity & professionalism		

Session C: Designing Rubrics for 300-Level Courses

Task 1: Diversity and consistency

Each group considers ‘elements’ on pages 20 to 23 for a specific facet.

- What are the similarities among the elements?

- What are the differences?

Task 2: Create a RSD-based marking rubric for an existing assignment

Consider how an existing assignment can be assessed by crafting assessment criteria that are framed by the facets of the RSD. Consider changes to the assignment description to ensure it fits with the rubric.

RSD-framed rubrics are different in their orientation to students’ work:

Find the evidence for the process in the product.

This means that the same underlying research processes can be assessed, using the same RSD structure, by many and varied product types, from essays to lab reports to oral presentations.

Step 1: Identify ‘elements’ of your existing assignment that you currently mark. List these here:

Step 2: Use the rubric template (page 26) to best line up these elements with RSD skills

Step 3: Are there RSD facets that are currently not assessed, but you think that should be assessed? Identify the 'elements' of students' products that may provide evidence for these here:

Step 4: Consider the evidence that you will gather from each student's final product (submitted assignment, oral presentation, etc) to determine how effectively students used their skills. What criteria will you apply for each piece of evidence for the different grade levels given below:

Below C grade or Fail (that is, less than 50% or Unsatisfactory for this course)

Grade range of B, C+, C (that is, 50-70% or Satisfactory for this course)

Grade range of A+, A and B+ (that is, 71-100% or Highly Satisfactory for this course)

- **It is a good idea to look at a number of other marking rubrics for ideas (see additional ones given in Appendices)**
- **Also see example questions and skills statements pages 29-33.**

Be ready to report back your best facet.

Step 5: Articulate your top level criteria for each facet, and then the criteria for the lower level in the rubric template given on the next page.

Rubric Template for Assessment

Title of Assessment: _____

Degrees of student autonomy involved in the assessment (Levels of student autonomy from 1 to 5):

_____

		Performance Levels/ Grades/ Scores			
Facet of Research	**Element of Marking**	**No Evidence (0%)**	**Grades D and E or Fail (<50%)** Not present, incomplete or inaccurate	**Grades C, C+, B (50-70%)** Complete but not fully accurate, comprehensive or insightful	**Grades B+, A, A+ (71-100%)** Complete, accurate, comprehensive, *and* insightful/ innovative
Embark and Clarify		☐	☐	☐	☐
Find and Generate		☐	☐	☐	☐
Evaluate and Reflect		☐	☐	☐	☐
Organize and Manage		☐	☐	☐	☐
Analyze and Synthesize		☐	☐	☐	☐
Communicate and Apply Ethically		☐	☐	☐	☐

Table 2: Marking rubric for an existing assessment, reframed by the RSD facets

Assessment Task Name _____

Degree of Student Autonomy (how much scope, from Level 1 to 5): State here: _____

	What characterises the difference between 'search' and 'research'? More searching and more data generation is just a 'biggasearch'! Research is **when students…**		
Facet of Research	**a. Embark & Clarify** Respond to or initiate research and clarify or determine what knowledge is required, heeding ethical/cultural and social/team considerations. — Curious		
	b. Find & Generate Find and generate needed information/data using appropriate methodology. — Determined		
	c. Evaluate & Reflect Determine and critique the degree of credibility of selected sources, information and of data generated and reflect on the research processes used. — Discerning		
	d. Organise & Manage Organise information and data to reveal patterns and themes, and manage teams and research processes. — Harmonising		
	e. Analyse & Synthesise Analyse information/data critically and synthesise new knowledge to produce coherent individual/team understandings. — Creative		
	f. Communicate & Apply ethically Write, present and perform the processes, understandings and applications of the research, and respond to feedback, accounting for ethical, social and cultural (ESC) issues. — Constructive		

Example of questions and skill statements related to each "Facet of Inquiry"				
		FACETS OF INQUIRY	**QUESTIONS (Clarifying what students need to do?)**	**SKILLS STATEMENTS (What students are <u>able</u> to do)**
A.	Embark and Clarify	Students **embark** on inquiry and **determine a need** for information	How do I start? What do I need to do? What am I expected to produce? What do I need to find out? What are the main themes/topics of the task? What are the key words? Why do I need to find this out? What do I already know about the topic? Is there anything I don't understand about what I have to do? Who can help me to clarify the task? What are the task guidelines? What are my research questions? Who is my audience? Who am I communicating too? Are there any ethical considerations?	Analyse the task requirements Draw on prior knowledge (brainstorm, cluster ideas, concept maps, mind maps) Identify and interpret key words in the task Formulate an argument Formulate research questions Set the scope of the task Devise a time management strategy Create a supportive environment for team members
B.	Find and Generate	Students **find/generate** needed information/ data using **appropriate methodology**	What are the key concepts of the task? Where do I look for information/data? What resources do I use? How do I select resources? How diverse should the resources be? Where do I find resource details? How/where do I record sources' bibliographic details? What do I know already about finding	Access and locate resources/information/data needed Understand how resources/information data are organised Apply a range of appropriate search strategies Select resources/information/data based on relevance Select resources/ information/data at the appropriate level

			information/data? What do I still need to ask / learn about finding the right kind of information/data? Do I know how to use information tools? Search engines, databases, online resources, the library? Do I know how locate the information/data I need within the resources? Have I found information/data from a variety of resources?	Select from a variety of resources/information/data Recognise when enough information/data has been collected
C.	Evaluate and Reflect	Students **critically evaluate** information/ data and **the process to find/ generate** this information/ data	Have I looked in the most relevant sources of information/ data? What are the sources of the information/data? Is this information/data relevant? Is the information/data accurate? Is the information/data authoritative? Is the information/data current? Is the information/data objective? Have I and selected the appropriate resources for the task? Have I examined a variety of resources? Do the resources answer my research questions? Am I able to extract, understand and interpret the information/data? What information/data do I keep? What do I leave out? Have I evaluated the information/data for currency, authority, accuracy, relevance?	Evaluate source of information/ data for currency and relevance Interpret, compare and select information/data Formulate appropriate questions to interrogate information/data Evaluate information/data for accuracy, reliability, bias, omission Evaluate information/data for currency, authority, scope, relevance Evaluate argument for logic Examine reasons for value judgements Consider ethical implications Examine reasons for contradictions in evidence Recognise when resources/information/data is inadequate Recognise the significance of cross referencing information/data Analyse the effectiveness of problem solving strategies

				Identify and evaluate validity of methodology Interprets and respect the opinions of others
D.	Organise and Manage	Students **organise** information collected/ generated and **manage** the research process	How many sources of information/ data do I want to use? What is relevant? What information/ data do I need to record? Am I able to take meaningful notes? How will I record the information/data effectively and accurately? How will I outline/categorise the information/data? How will I manage/categorise the information/data that I have collected/generated? How will I manage the information/data from different resources/ How will I bring all the information/data together meaningfully? Do I need more information/ data? Do I need less information/ data? Do I need different information/ data? How will I record where the information/data came from?	Review the aims of the task Evaluate relevance and/or applicability of data/information Record the relevant data/ information and sources effectively Record relevant data/ information and sources accurately Group data/ information into larger units of information Extract any relevant specific details from the larger units of information. Distinguish between broad ideas and specific details of information Takes appropriate notes – oral, written, graphic, electronic Categorise information, ideas (graphic organisers, templates, software) Comply with copyright requirements Record bibliographic details Generate tables, maps, charts, spreadsheets, data sets Store information/data appropriately and responsibly

E.	Analyse and Synthesise	Students **synthesise**, **analyse** and **apply** new knowledge	How will I combine/integrate information? How do I apply the new knowledge? How do I develop new knowledge, concepts? What further questions do I need to ask? Have I understood the main/fundamental concepts presented in the information/data? Have I identified the consistencies and relationships between the information/data? Am I able to link ideas, themes, concepts, draw conclusions from the information/data I found? What are my new understandings/ideas? What answers/conclusions can I draw from the knowledge?	Analyse information/data Combine ideas and information Formulate hypotheses/questions based on available facts Make inferences, deductions, critiques Draw on prior knowledge Recognise knowledge gaps Analyse response to problem in terms of resources, constraints and objectives Apply problem solving strategies Evaluate different perspectives Create an original response to a problem or task Verify results Draw valid conclusions
F.	Communicate and Apply	Students **communicate** knowledge and the processes used to generate it, with an **awareness** of ethical, social and cultural issues	What will I do with this knowledge? With whom will I share this knowledge? Have I included everything that I needed to and followed the task guidelines? Have I prepared my response/ideas to suit my audience? Have I used the appropriate language and terminology? How will I communicate my ideas clearly? How will I share this information and persuade effectively? Have I met the assessment requirements?	Present and communicates knowledge appropriate to the task Write in a clear and coherent manner Apply academic conventions appropriate to the discipline Acknowledge others ideas through citing and referencing Consider audience Analyse audience response Negotiate solutions to problems/conflict Use subject specific specialised language Accept and respond to feedback from peers

			What referencing conventions do I need to apply? Have I followed University/Faculty guidelines in regard to plagiarism? Have I acknowledged through citing and referencing? Have I used information/data ethically and responsibly? Have I complied with copyright requirements? Can/How can I improve any of these steps in the process? How will I make use of constructive feedback? How will others interact with and apply the information/data I have created/contributed?	Acknowledges group and personal achievements Identifies skills that require practice Use feedback to improve learning outcomes Reflect on new knowledge Explain how new knowledge will be used Present results in appropriate formats

Learning activity developed by Monash University Library for the *Research Skill Development Framework*. Willison, J., and O'Regan, K. (2006). Accessed from http://www.adelaide.edu.au/clpd/rsd/framework. Questions and skill sets informed by ILPETS: Information Literacy Planning Extra Teaching Support. Ryan, J., and Capra,S. (1999).

Research Skill Development Framework

www.adelaide.edu.au/clpd/rsd - john.willison@adelaide.edu.au

Facet of Research	Level 1 *Students research at the level of a **closed inquiry*** and require a **high degree of structure/guidance***	Level 2 *Students research at the level of a **closed inquiry*** and require **some structure/guidance***	Level 3 *Students research **independently** at the level of a **closed inquiry****	Level 4 *Students research at the level of an **open inquiry*** within **structured guidelines***	Level 5 *Students research at the level of an **open inquiry*** within **self-determined guidelines** in accordance with the discipline*
*A. Students **embark** on inquiry and so **determine a need** for knowledge/ understanding*					
*B. Students **find/generate** needed information/data using appropriate methdology*					
*C. Students critically **evaluate** information/data and **reflect** on the process to find/generate that information/data*					
*D. Students **organise** information collected/generated and **manage** the research process*					
*E. Students **analyse** and **synthesise** new knowledge*					
*F. Students **communicate** and **apply** knowledge, understanding and the process used to generate it, with an awareness of ethical, social and cultural issues*					

* closed = lecturer specified. open = student initiated. Lecturers and teachers determine scope of inquiry and standard required; student achievement determines the Level their research actually attains. For example, the provision of an open inquiry within structured guidelines (Level 4) in the First Year University context will see some students providing evidence of Level 1 attainment for a specific facet, with others demonstrating Level 2, Level 3 or Level 4, depending on their degree of rigour.

Concept by John Willison and Kerry O'Regan, design by Peter Murdoch and Nick Comish, Centre for Learning and Professional Development. Facets derived from ANZIIL (2004) standards, reworked using the Bloom, et al (1956) Taxonomy and implementation trials by Eleanor Peirce and Mario Ricci.

Session C continued: Reporting to the group on RSD Assignments and Marking Rubrics

<u>Task 3: Report to the whole group on the following</u> (Record feedback and response)

- Most important feedback
- What you will do in response
- How you will introduce students to the RSD-based rubric
- Focus on any changes made/planned to the assessment and
- Expectations of changes in student performance
- What kind of support do you need to continue the RSD development process?

Consider the overall coherence of the RSD Learning & Teaching Activities, Assignments and Marking Rubrics

Take the opportunity to record others' feedback

Feedback from others	Your plans in response to feedback

Session C: Staff Presentations on Use of RSD in 300-Level Courses

Task 4: Prepare short presentations on how the RSD will be used in specific 300-level courses

- Focus on
  - Your course context (eg number of students, assessment structure, online or face to face.)
  - Existing assessment criteria
  - Process of reframing with RSD
  - Potential gains and losses
    - Due to your use of RSD
    - Due to use of RSD in UU courses, Level 100, Level 200 and
  - Use of RSD in the context of programme level learning outcomes
  - Future plans in terms of RSD

APPENDIX 1 Research Skill Development and Assessment in the Curriculum: Examples from Several Disciplines (External Institutions)

Human Biology

Eleanor Peirce and Mario Ricci

Assessment tasks and marking rubrics:

- Diagnostic exercise
- Literature Research Task 1
- Laboratory Research Task 3
- Population Analysis Report

Between 2004 and 2009, Eleanor Peirce and Mario Ricci revised the whole of their Human Biology course to use RSD principles and marking rubrics. In it, they take the first and most common approach to using the RSD: to assess the research skills profile for each student at regular points throughout the course.

Human Biology is a two-semester-long First Year course. The course aims to develop fundamental reading, writing and research skills in a large cohort of students, so that they will move into their second-year studies with key skills in place. It focuses on communicating teacher expectations clearly to students, and giving concise and effective feedback that helps students to consistently develop their research skills and improve their work standard over the course of a full year.

For this reason, the Human Biology course includes:

- an initial diagnostic exercise
- several intermediary assessment tasks in the literature and laboratory research strands
- a final semester assessment
- a second-semester field research task that combines elements of literature and laboratory research work

in this approach to using the RSD, assessment tasks are structured to build on each other, with each literature or laboratory assignment developing aspects of an earlier one. You can see examples of this in the similarities between the diagnostic exercise and Literature Research Task 1 in the following pages.

Assessments are also designed to expand and integrate students' concepts of what research is. The two strands of the semester 1 course are therefore designed to introduce students to two distinct cultures of research—the culture of scientific literature research, and the culture of laboratory practice—while the final task, the Population Analysis field report in Semester Two, requires students to combine elements of both, while further developing new skills.

Literature-based Research Skill Development Task 1: Note Taking, Synthesis and Integration of Scientific Literature

Background:

Part of being a sound scientist involves being "information literate", i.e. having the research skills that enable you not just to locate or collect information related to a topic, but to also critically evaluate, process, integrate and apply that information (which may be collected from a range of different sources), to a specific situation or within a specified context. The Lit-RSD tasks that form part of the assessment for Human biology IA are aimed at assisting you to develop and/or refine these essential research skills while studying the structure and function of the human body.

Lit-RSD Task 1 expands upon and extends the RSD diagnostic task introduced in O-week, and focuses on the identification and appropriate acknowledgement of key scientific information about a specified topic and its effective use in constructing a coherent written summary of the topic.

Aims:

Through the completion of Lit-RSD Task 1 each student will have the opportunity to develop and refine the following research skills: -

- Effective note taking, using a framework that identifies key terms, ideas and/or concepts, and organises relevant points and information in relation to these terms in a hierarchical manner.
- Synthesis and integration of key terms and information derived from different sources to form a single set of structured notes that accurately and efficiently conveys the scientific message without duplication of ideas or data.
- Production, from the notes taken, of a logically presented, coherent, piece of writing that conveys the key scientific concepts or findings related to the topic.
- Accurate tracking and documentation, both within the notes and piece of writing, of the origins and/or "ownership" of all key terms, information and ideas derived from the literature provided about the topic (i.e. referencing).

Resources and Requirements for Task:

In order to complete Lit-RSD Task 1, you will need to access the following file, which is available from the Human Biology IA Assignments folder on MyUni: -

- "Bone" Information File – this file contains copies of articles and links to websites from which the notes for the task are to be taken.

You might find the following resources useful in completing the task: -

- Anderson J and Poole M 2001 *Assignment and Thesis Writing 4th Ed.* Wiley Brisbane. Chapter 2 Planning the Assignment, pages 9-17. – The chapter provides general guidelines on taking reliable notes, organising information and planning a piece of writing.
- Marking Criteria for Lit-RSD Task 1 (available in the Human Biology IA Assignments folder) – This document provides an indication of the characteristics that will be assessed.
- Guidelines explaining the Harvard System of reference citation – The Barr Smith Library website links to several useful documents on referencing. We will provide specific guidelines on application of Harvard referencing with Lit-RSD Task 3 later in the semester.

A Research Skills Support Session, run in conjunction with staff from CLPD (Centre for Learning and Professional Development) will be held in the Laboratory Session times scheduled in week 2 of semester (i.e. Wednesday 7th Mar 2-4pm and Thursday 8th Mar 9-11am). The venue is Lab S210a, Medical School South on both days. At the session we will:

1. Provide feedback about the O-week Diagnostic Task.
2. Discuss how to approach the RSD tasks.
3. Explain the marking criteria used for RSD tasks.
4. Introduce some of the tools available for finding scientific information.

Summary of Task:

Students will access the "Bone" Information File, which contains articles and links to information about bone structure and remodeling. From these sources, students will take structured, dot point notes, based around 3 or 4 key scientific concepts or ideas presented in the articles. The notes will then be used to prepare a short, written summary or abstract (not more than 1-1½ A4-sized pages, single spaced) that integrates each of the key concepts and ideas and accurately reports information from the original sources. Throughout the task, the sources of all information will be appropriately tracked, and the final written summary will use the Harvard system of reference citation to acknowledge the origins of data and ideas.

Specific Instructions:

Follow the steps indicated to ensure that each aspect of the competency exercise is undertaken.

STEP ONE

Access the "Bone" Information File.

The file is available in the Assignments Folder of the Human Biology IA MyUni website and contains various information sources about bone structure and remodeling. Read each of the articles or web pages indicated.

STEP TWO

Construct notes from the sources provided.

1. Identify a theme or context around which you will base your notes. Use this to formulate a title for your notes and subsequent summary or abstract (see Step Three).
2. From the sources provided, identify 3 or 4 key terms, ideas and/or concepts and use these as sectional headings for your notes.
3. Under each of your headings, organise the relevant information and data in dot point format, using symbols and abbreviations where appropriate.
4. Indicate the origins of all information, i.e. use a tracking system that links the information with the article or web page from which it was taken. [The designated system of reference citation for Health Sciences courses (with the exception of Psychology) is the Harvard system. Find out information about this system and have a go at using it. The finer details of how to apply Harvard referencing will be presented in the tutorial session in week 5.]

STEP THREE

Write a short summary or abstract that presents the key findings as identified in your notes.

The summary or abstract should incorporate the following features: -

1. A readily identifiable organizational framework or structure that is consistent with the overall context and title of the summary (e.g. introductory sentence, body of discussion of key areas, iterative or concluding sentence).
2. Integration of materials from the various sources in relation to each of the key concepts/ideas documented.
3. Logical linkage of key concepts and their synthesis into a coherent whole.
4. Evidence of understanding (e.g. provision of definitions and explanations) of all scientific data and the context in which they are presented.
5. Documentation of sources, both within the written text, and through the provision of a reference list.

STEP FOUR

Edit/review your work and check that you have addressed all aspects of the task before submitting it for assessment.

1. Check what you have written against both the specific task instructions given in this document, and the Research Skills Assessment Criteria.
2. Check your assignment using an editing checklist. The Centre for Learning and Professional Development Language and Learning Service provides an editing checklist via its website http://www.adelaide.edu.au/clpd/lls/stud_resources/
3. Attach a completed assignment coversheet (available via MyUni) to the front of your Lit-RSD Task 1 and lodge it before the deadline in the locked assignment box in the corridor outside of the School.

Literature Task 1: Marking Criteria

Student Name: _____ Student ID: _____

Marker: _____

Facet of Inquiry	**Student Autonomy Level 1** *Students research at the level of a **closed inquiry** and require a **high degree of structure/guidance***	**Students Autonomy Level 2** *Students research at the level of a **closed enquiry** and require **some structure and guidance***	**Student Autonomy Level 3** *Students research **independently** at the level of a **closed enquiry***
A. *Students **embark on inquiry** and so determine a need for knowledge/understanding*	❑ Identifies some peripheral or duplicated ideas as key	❑ Identifies key ideas based on several sources	❑ Identifies key ideas utilising all sources
B. *Students **find/generate** needed information/data using appropriate methodology*	❑ Points/notes generated partially relate to the headings under which they are listed (some points not relevant to heading) ❑ Notes produced are sourced predominantly from 1 text only	❑ Points/notes generated elaborate on the key ideas to which they are linked, but relevant data from some sources omitted, e.g. _____ _____ ❑ Notes produced draw on ideas from several texts	❑ Points/notes generated fully and completely elaborate on the key ideas to which they are linked ❑ Notes produced draw on ideas from all texts
C. *Students **critically evaluate** information/data and the process to find/generate this information/data*	❑ Identifies indicators of source credibility and reliability but does not fully apply them in evaluating data or process	❑ Identifies several relevant indicators of source credibility and reliability and provides appropriate rationale for usage/ inclusion of information	❑ Identifies a wide range of indicators of source credibility and reliability and fully applies these in selection of data for inclusion
D. *Students **organise** information collected or generated*	❑ Has attempted a note-taking framework, but information is organised predominantly as a list of undifferentiated bullet points ❑ Report structure follows general layout of notes, and has a beginning, middle and end	❑ Uses a hierarchical note-taking framework that organises related information under the appropriate key headings ❑ Report based on notes; Ideas/data linked within sections/paragraphs, but no clear linkage between sections Poor linkage of: _____ _____	❑ Uses a hierarchical note-taking framework that appropriately organises related information according to sub-headings under key headings ❑ All sections of report linked with coherent flow both within and between sections
E. *Students **synthesise, analyse and apply** new knowledge*	❑ Produces point form notes (information not directly copied or in sentence format) but notes are separated according to source ❑ Report largely restates original data with minimal integration across sources	❑ Combines and integrates ideas/data from different sources to generate notes, but some inaccuracies or misinterpretations evident ❑ Report presents integrated ideas/ data but overall theme closely resembles that of original sources	❑ Combines and integrates ideas/data from different sources to generate notes that accurately reflect sentiment/ideas portrayed in the original sources ❑ Report incorporates paraphrasing of data/ideas and presents "new" interpretations/ context from that of original source(s)
F. *Students **communicate** knowledge and the process used to generate it with an awareness of ethical, social and cultural issues*	❑ Title is present ❑ Partial and/or incorrect acknowledgement of sources within notes and/or report ❑ Partial/incorrect reference list provided	❑ Title relates to the key ideas within the report, but requires some refinement ❑ Full acknowledgement of all sources within notes and report ❑ Reference list contains all sources cited	❑ Title clearly and succinctly reflects contents of the report ❑ Full and correct acknowledgement of all sources within notes and report, with differentiation between quotation and paraphrase ❑ Reference list contains all sources cited and follows referencing conventions

Activity 3.2: Light Microscopic Observation of Cells

In this activity, you will prepare a sample of the cells that line the inside of your cheeks (i.e. a buccal smear) and then examine it under a light microscope.

METHOD FOR THE PREPARATION AND STAINING OF A BUCCAL SMEAR

Prepare specimens as follows:

1. Using a pipette, place a small drop of distilled (purified, clean) water in the centre of a clean microscope slide.
2. GENTLY and lightly scrape the inner lining of your cheek with the broad end of a flat toothpick.
3. Stir the toothpick vigorously in the drop of water on your slide, and then dispose of the toothpick in the container for hazardous waste.
4. Cover the drop with a clean cover slip lowered onto the slide at an angle to minimise the formation of air bubbles between the specimen and the cover slip. If there is too much liquid on the slide, blot the excess from the edges of the cover slip using absorbent paper towel.
5. Repeat steps 1 to 4 for a second specimen, but this time add a drop of 10% methylene blue stain to the water-cheek cell suspension on the slide, prior to adding the cover slip.

METHOD FOR LIGHT MICROSCOPIC EXAMINATION OF A CELL SMEAR

6. Examine your prepared specimens by following the protocol for the appropriate use of a light microscope as presented on pages 1-2 of the Laboratory Notes. Examine the appearance of the cells on the slide using first the low power, 4x objective lens, before moving to the higher power 10x and 40x objective lenses.
7. In Table 3.1, draw the typical appearance of a cheek cell, as observed at high magnification for both the unstained and the stained smear.

Table 3.1

Appearance of Unstained Cheek Cells	Appearance of Stained Cheek Cells

8. On each of your drawings, accurately label the cell's nucleus, cytoplasm and plasma membrane. Can you identify any additional components or features of the cells in your smear preparations? If so, label these on your drawings.
9. What effect, if any, did the methylene blue have on the cells in your preparation? List the advantages of staining cells (and tissues) before viewing them under the light microscope.

10. Most tissue preparations are stained with not one, but two different dyes. The most widely used combination of dyes used for staining in light microscopy is haematoxylin and eosin (H&E). What colour is haematoxylin?

    What colour is eosin?

11. Now briefly examine slide 56 – Lip (H&E) from your slide box. Locate the region of tissue shown on the laboratory monitors. This region is the inner surface of the lip and is composed of the same cell type as that in your smear. How do these cells appear different from those in your smears?

12. Explain the reason(s) for the differences in cellular appearance between the two preparations.

13. On the basis of their appearance and arrangement, suggest a possible function(s) of buccal cells. Where possible, link individual features with their contributions to the overall function of these cells.

14. Review what you have achieved by completing Activity 3.2 and list up to 3 learning objectives addressed by the activity.

Laboratory 3, Activity 3.2: LM Observation of Cells: Marking Criteria

Student Name: _____ Student ID: _____

Marker: _____

↓ Facet of Inquiry	**Student Autonomy Level 1** Students research at the level of a closed inquiry and require a **high degree of structure/guidance**	**Students Autonomy Level 2** Students research at the level of a **closed inquiry** *and require* ***some structure and guidance***	**Level 3** Students research **independently** at the level of a **closed inquiry**
A. Students embark on inquiry *and so determine a need for knowledge/ understanding*	❑ Identifies an appropriate purpose/reason for undertaking Activity 3.2 (LM Observation of Cells)	❑ Clearly & concisely identifies several principle purposes/ reasons for undertaking Activity 3.2 (LM Observation of Cells)	
B. Students find/generate *needed information/data using appropriate methodology*	Generally follows methods/ protocols, yet some aspects omitted or incomplete, for: ❑ preparation of a cell smear ❑ staining ❑ operation of microscope ❑ Q9 or Q10 correct	Rigorously adheres to methods/ protocols for: ❑ preparation of a cell smear ❑ staining ❑ operation of microscope ❑ Q9 & Q10 correct	
C. Students critically evaluate *information/data and the process to find/generate this information/data*	❑ Presents data generated after consideration & evaluation of only part of the overall activity ❑ Accurate contrast, missing some details, in Q11	❑ Presents data based on consideration & evaluation of most or all parts of the activity ❑ Accurate, detailed contrast in Q11	
D. Students organise *information collected/ generated*	❑ Produces drawings that are partially labelled & depict some structural features of the cells ❑ Ideas/ data not always presented in a logical sequence within answers	❑ Produces drawings that are appropriately labelled & accurately depict most or all observable structural features of the cells ❑ Ideas/data presented in logical sequence within answers	
E. *Students* ***synthesise*** *and* ***analyse*** *and* ***apply*** *new knowledge*	❑ Understanding of cell structure & function is based on cell smear activity only ❑ Some valid inference in Q12 or Q13 ❑ Linkage between cellular features & functions partially explained or incorrect for Q 13	❑ Understanding of cell structure & function utilises data obtained from the cell smear activity as well as other sources (e.g. interpretations of tissue section) ❑ Explanation based on evidence and valid inference in Qs 12 & 13 ❑ Linkage between cellular features and functions fully explained & accurate for Q 13	
F. *Students* ***communicate*** *knowledge and the process used to generate it, with an awareness of ethical, social and cultural issues*	❑ Aspects of the student's conduct within the laboratory indicate some awareness of safe practice protocols	❑ Student's conduct within the laboratory indicates a thorough awareness and understanding of safe practice protocols	

ASSESSMENT TASK 2:
Population Analysis – Laboratory Report

Timeline:

The deadline for submission of the laboratory report is **Monday 13th October 2008, 4.00pm** (week 10 of semester).

Please note that you will be required to collect the data on which to base your report in your own time as class time has not been allocated to this activity. The course coordinators will be available to provide assistance with data analysis (i.e. construction of life tables and graphs) in weeks 7 and 8 of semester and at designated times during the first week of the mid-semester break – September 22nd-26th 2008. Please consult the Human Biology IB Notice board in MyUni in week 8 of semester for the times when assistance will be available.

Late submission of the report will attract marking penalties at the rate of a 5% deduction from the total mark allocated to the task per day of lateness. Reports submitted more than 5 days late will not be awarded a mark.

Rationale for Task:

Throughout the Human Biology courses there has been an emphasis on the development of research and communication skills within a discipline specific context. To date students have been introduced to, and given the opportunity to apply through a variety of assessment tasks, skills in the location, interpretation, critical evaluation and integration of scientific information. While previous assessment tasks have been based around scientific research conducted by other individuals and reported in the literature, this assessment task requires that students collect and interpret their own scientific data set. These data are then to be discussed in a short, written report supported by evidence (which is appropriately acknowledged) from similar studies in the research literature.

Aims:

The broad focus for this assessment task is to undertake an analysis of the characteristics of a human population in order to gain an understanding of:

- basic concepts of population demography
- how populations change over time
- factors that influence population change, and
- what past and/or current environmental, social and political circumstances might predict about the composition of future populations.

A suggested way of collecting relevant data for analysis, e.g. information about the age composition and sex ratio with a population, is to visit a cemetery and record details of ages at death for males and females who died during a particular time period. Instructions on how to do this are provided later in this document. [Note: You may choose to obtain your data in some other way. This is acceptable, but you must fully document how and from where you obtained data in the Materials and Methods section of your report.]

Through the successful completion of this assessment task each student has the opportunity to: -

1. Apply scientific method in the investigation of human population dynamics.

2. Learn about methods of data collection and their limitations, e.g. biases arising from sampling techniques and difficulties/limitations in data interpretation arising from collection methods.
3. Develop skills in the manipulation of data sets via the construction of life tables, and survivorship and mortality curves (graphs).
4. Investigate/research factors that shape the composition and dynamics of human populations.
5. Further develop skills in the communication of scientific information through the preparation of a short written report about the characteristics of the chosen population.
6. Consolidate skills in library research (use of search engines, indexes and databases), integration and referencing of scientific information.
7. Develop skills in critical analysis through self-evaluation of the report against a set of criteria around which the report will be assessed.

General Task Instructions:

The assessment task involves writing a short scientific report based on the collection and analysis of demographic data for a specific population of humans. Details of how to go about collecting and interpreting population data are provided in the following notes. Information about the general format of a scientific paper or report was provided in the notes for **Lab 1: Principles of Scientific Writing**. (Copies of these notes are available on MyUni).

Please take note of the following points before commencing your investigations.

i. You may choose to sample a time period and location different from the ones listed later in these notes, e.g. age at time of death during a particular year, or mortality patterns for individuals who are buried in a rural as compared with an urban locality. What population you sample and the time interval you use will depend on the hypothesis or question you are posing about the composition of the population, or the aspect of population dynamics you wish to investigate. Similarly, the time interval chosen may depend on availability of a large enough sample size.

ii. It is acceptable to collect data by methods other than visiting a cemetery. You must, however provide full details of how, and from where, you accessed your data set.

iii. You may choose to share the collection of data with a group of other students. Each student must however analyse the data separately and write up their own report about the findings.

iv. There is no prescribed page or word limit for the report, but it is expected that the topic can be adequately presented in 6-8 pages, excluding figures, tables, references and appendices.

v. It is expected that the format of the written report will follow the guidelines for a short paper or report provided in the notes for Lab 1.

vi. Hand written reports are acceptable provided that the script is legible.

To assist you in determining whether your report includes all of the attributes that will be assessed, please self-evaluate your report against the criteria identified in the **Report Checklist**. (This is provided as a separate document that you can download and print from MyUni). The checklist must be attached to your submitted assignment, along with a coversheet that includes a signed statement to the affect that the report is your own work. You should also access the Marking Criteria document for this task (on MyUni).

Background to Population Dynamics:

A population is a group of interbreeding individuals that inhabits a particular place. The study of populations is known as **demography** meaning in Greek "description of the people".

Populations vary in both space and time. In order to understand the dynamics of a population, the number or proportion of males and females and their ages must be known, along with how rapidly the population's numbers are increasing or decreasing. Fluctuations in the size of a population are related to differences in its birth and

mortality rates (natural movement), and the rate of migration into or out of the population (migratory movement). These properties of a population are measured in a statistical way by calculating a number of biometric functions as defined below.

The four simplest measures of changes in the size of a population are:

1. The **crude birth rate**, calculated as the number of births during a year divided by the total population size.
2. The **crude death rate** (the number of deaths occurring during a year as a proportion of the total population size).

3. The **rate of emigration** from the population (number of persons leaving during a year as a proportion of the total population size).
4. The **rate of immigration** into the population (number of people arriving as a proportion of the total population size).

Such simple measures however do not take into account the age or sex composition of a population, hence the name "**crude rates**". Many biological phenomena vary in a more or less orderly fashion with age. For example, the probability of living from one instant to the next is a function of an organism's age, as well as the conditions encountered in its environment. Although individuals become fecund (capable of child-bearing) at puberty, they reach their full child-bearing potential only at around 20 years of age. An age-specific approach, then, is essential to understanding the dynamics of a population.

Age-specific rates are more precise measures of population dynamics as they relate births, deaths etc. not to the total population size, but to the number of individuals of a given age. For example, the age specific fertility rate of women aged 20-24 years is the number of children born to mothers aged 20-24 years divided by the total number of women aged 20-24 years within the population. The age specific mortality rate is commonly expressed as the probability of dying during a year at a given age. For example, the probability of dying at age 43 is the number of persons aged 43 who died during a year, divided by the total number of 43 year olds in a population.

If the age-specific rates of fertility, mortality, emigration and immigration for a population are known, it is possible to **predict** the characteristics of the population in the future, assuming that the rates will remain constant, i.e. that environmental conditions will not change. Of course, the characteristics of the population at the present time are the result of occurrences in the population in the past.

Life Tables

A life table is a convenient format for describing the pattern of mortality in a population in a formal, mathematical way. The first life table was calculated by the British astronomer Halley during the 17th century for the City of Wroclaw (now in Poland). Life tables were developed and are commonly used by demographers working for life insurance companies, who have a vested interest in knowing how long people can be expected to live. An example of a life table is presented as Fig. 1. Formulae for calculating age-specific biometric functions of the life table are included with these notes. The meaning of these functions will be explained during the laboratory session..

Figure 1: Life Table: Australian Population, 1960's.

age x (yrs)	d_x	l_x	q_x	L_x	T_x	e_x
0	0.0294	1.0000	0.029	9.853	68.028	68.03
10	0.0084	0.9706	0.009	9.664	58.175	59.94
20	0.0149	0.9622	0.015	9.547	48.512	50.42
30	0.0187	0.9473	0.020	9.379	38.964	41.13
40	0.0439	0.9286	0.047	9.067	29.585	31.86
50	0.1102	0.8847	0.125	8.297	20.519	23.19

60	0.2251	0.7746	0.291	6.620	12.222	15.78
70	0.3028	0.5494	0.551	3.981	5.602	10.20
80	0.2087	0.2467	0.846	1.424	1.621	6.57
90	0.0372	0.0380	0.979	0.194	0.198	5.21
100	0.0008	0.0008	1.000	0.004	0.004	5.00
110	0.0000	0.0000	1.000	0.000	0.000	0.00

Methods for Investigation of a Population:

50

One method of investigating the characteristics of a population is to sample a "captive" group, such as that found buried in a cemetery. Most tombstones and plaques in memorial walls provide information about the dates of birth and death of individuals and their age at the time of death; analysis of these data then provides a snapshot of the population's characteristics. Hence by collecting data from local cemeteries, information can be gleaned about the population of *Homo sapiens* that inhabited particular regions of Adelaide and South Australia over the last 150 or so years.

Each student is required to collect data on the age at death of individuals within a specific population of their choice. In order to determine whether population characteristics have changed over time, different time frames should be investigated by the class as a whole. Suggested populations that could be investigated include those from specific localities where individuals died:

- Prior to 1860.
- Between 1860 and 1879.
- Between 1880 and 1899.
- Between 1900 and 1914.
- Between 1915 and 1919.
- Between 1920 and 1939.
- Between 1940 and 1949.
- Between 1950 and 1969.
- Between 1970 and 1985.
- Between 1986 and 2000
- After 2000
- During any other time interval as designated by the investigator.

Collect data for <u>one population group</u> only; if you wish to undertake a comparative study of populations living in the same locality in different time frames, or living during the same time frame but in different localities, you are permitted to share data collected by other students.

<u>From where should I collect my data?</u>

Suitable cemeteries (in terms of their size) from which to collect data include: -

- West Terrace Cemetery
- Hindmarsh Cemetery
- Luhr's Road Cemetery, Payneham.
- Mitcham Cemetery
- Cheltenham Cemetery
- Enfield Cemetery
- Centennial Park Cemetery
- Klemzig Pioneer Cemetery
- any other cemetery from which a large enough data set can be collected. You might like to confirm with the subject coordinator that your choice is suitable before collecting your data.

PLEASE DO NOT CONTACT CEMETERY AUTHORITIES WITH REQUESTS FOR THEM TO SUPPLY YOU WITH DATA FROM THEIR RECORDS AS THEY ARE UNABLE TO DO THIS FOR NUMEROUS STUDENTS.

How should I collect my data, and how much data is required?

The success or otherwise of this activity depends in part upon an **efficient and valid system of data collection**. The aim is to **systematically collect data from EACH RELEVANT TOMBSTONE in the cemetery or section of the cemetery**. **Do not collect data just from those tombstones that are "nicer looking" or more readable, as this will bias your sample. Likewise, do not sample a tombstone more than once.** Each student should aim to collect data for at least 1000 individuals in their population group. In order to minimise the work involved in data collection, students collecting data for the same population group may like to organise themselves into teams of three or four, with individuals collecting data from tombstones in different sections of the cemetery and then pooling their data into one data set. In this way a larger data set can be obtained for less individual effort.

Data on the **age of individuals at the time of their death** should be collected**.** In most cases, an age will be displayed on the tombstone. In others you may have to calculate an age from the dates of birth and death given. **Age** at time of death **need only be estimated to the nearest year** for our purposes. Please **record data for females and males separately**. Separate data sheets for females and males have been provided with these notes.

How should I analyze my data?

Each student should:

- Express the results of their data collection in the form of a frequency distribution graph of age at time of death for each sex (if working as part of a team, collate the data collected by all team members before doing this).
- Calculate the percentage of the total population of each sex represented in the cemetery that died at a particular age.
- Calculate all biometric functions of the life table for males and for females separately. These functions are explained on the following page of these notes.
- Discuss the results obtained and their possible significance, i.e. what they might infer about the characteristics of the populations and possible factors influencing the population.

You might like to consider the following questions when analyzing your data and writing your report. Some or all of the questions might generate discussion that is applicable to your sample population. It is not appropriate however to just answer these questions in the discussion section of your report without placing your study within the wider context of other population studies reported in the literature.

Are there any differences in the pattern of mortality between men and women? If so, what are these differences and how might they be explained?

What is the average age at which death occurs in men and women?

Do all of the individuals in the cemetery represent a single cohort? In what ways will this affect interpretation of the data?

Are there any peaks in the mortality schedules? How do you interpret these?

Did you find any evidence of migration into or out of the population? What form might such evidence take?

How does natural increase influence the data?

What differences might you expect in the appearance of a frequency histogram for a population with a high infant mortality, as compared to one for an ageing population?

Marking Criteria for Population Analysis Laboratory Report

Student Name: …… Student ID: ……

Marker: ……

← Level of Student Autonomy →

↓ **Facet of Inquiry**	**Level 1** *Students research at the level of a* ***closed inquiry*** *and require a* ***high degree of structure/guidance***	**Level 2** *Students research at the level of a* ***closed inquiry*** *and require* ***some structure/guidance***	**Level 3** *Students research* ***independently*** *at the level of a* ***closed inquiry***	**Level 4** *Students research at the level of an* ***open inquiry****, within* ***structured guidelines***
A. *Students* ***embark*** *on inquiry and so* ***determine a need*** *for knowledge/ understanding*	❑ Aims/hypothesis not made explicit	❑ Aims/hypothesis not clearly stated or inappropriate	❑ Aims/hypothesis clear, but adheres closely to guidelines	❑ Aims/hypothesis clear, focussed and innovative
B. *Students* ***find/generate*** *needed information/data using appropriate methodology*	❑ Source of data is cited (cemetery name/location, ABS, etc)	❑ Data sampling protocols are adequate	❑ Data gathered are appropriate to aims/hypothesis	❑ Data from a variety of sources or rigorous data collection
C. *Students* ***critically evaluate*** *information/data and the process to find/generate it*	❑ Self-evaluation of project (completed the 'Report Checklist')	❑ Limitations or biases of the study are stated	❑ Limitations and biases of the study are stated	❑ Evaluation of the whole study design is rigorous
D. *Students* ***organise*** *information collected/ generated*	❑ Data gathered but not presented in a report writing structure Missing _____ _____ _____ _____ _____	❑ Data are incorporated into a report writing structure but there is no clear linkage between sections Poor linkage of _____ _____ _____	❑ Report writing conventions are generally followed with coherent flow Areas for improvement: _____ _____ _____	❑ Report writing conventions are followed completely
E. *Students* ***synthesise, analyse*** *and* ***apply*** *new knowledge*	❑ Limited synthesis of data with literature ❑ *Results restated with minor analysis* _____ _____ _____	❑ Data compared or contrasted with literature ❑ Data analysis, but inappropriate on occasions _____ _____	❑ Data compared and contrasted with literature ❑ Data analysis is appropriate _____ _____ _____	❑ Synthesis of data with other studies is rigorous ❑ Data analysis is comprehensive
F. *Students* ***communicate*** *knowledge and the processes used to generate it, with an awareness of ethical, social and cultural issues*	❑ Title is present ❑ Sources are used, but Harvard referencing style is not applied _____ _____ _____	❑ Title portrays a general sense of the study content ❑ Sources are used and sometimes Harvard referencing style is applied _____ _____ _____	❑ Title succinctly portrays the full dimensions of the study ❑ A variety of sources is used and Harvard referencing style is usually applied	❑ Title succinctly portrays a study from an "original" perspective ❑ A variety of source types is used and Harvard referencing style is applied consistently

Electronic Engineering Masters Program: Marking Criteria for Photonics Paper

Student Name: _____ Student Number: _____

Marker: _____

Level of Student Autonomy →

Facet of Inquiry ↓

	Level 1 *Students research at the level of a **closed inquiry*** and require a **high degree of structure/guidance***	**Level 2** *Students research at the level of a **closed inquiry*** and require a **moderate degree of structure/guidance***	**Level 3** Students research **independently** at the level of a **closed inquiry***
A. Students embark on inquiry *and so determine a need for knowledge/ understanding*	❑ Significance of the paper is stated, but not based on leads from, or gaps in, the literature	❑ Significance of the paper is stated explicitly and is based on leads from, or gaps in, a limited number of references	❑ Significance of the paper is stated explicitly, and is based on leads from, or gaps in a substantial number of sources
B. Students find/generate *needed information/data using appropriate methodology*	❑ A limited search strategy, demonstrated by a narrow range of sources, eg 1 or 2 different journals. ❑ Paper is partially on-topic, but does not keep its focus and/or is based on unreliable sources	❑ Se*arch strategy uses several different sources *types*, e.g. journals and books ❑ Paper generally keeps its focus, and/or is based on several sources of variable reliability	❑ Quality search strategy demonstrated by multiple source *types* ❑ Paper is highly focused and draws on a range of reliable sources
C. Students critically evaluate *information/data and the process to find/generate*	❑ Implies/confers equal status to unbacked assertions and evidence-based findings	❑ Distinguishes unbacked assertions from evidence- based findings	❑ Distinguishes between the quality of different evidence-based findings
E. Students organise *information collected/ generated*	❑ Logical structure is missing / inappropriate. Missing/modifications _____ _____ _____	❑ Logical structure is present / appropriate, yet only partially coherent Suggestions _____ _____ _____	❑ Logical structure is present / appropriate, and has a high level of coherence _____ _____ _____ _____
F. Students synthesise and analyse *new knowledge*	❑ Limited synthesis of literature ❑ Literature restated with minor analysis _____ _____ _____	❑ Literature is well synthesised ❑ The literature is compared <u>or</u> contrasted _____ _____	❑ The synthesis of the literature produces a novel understanding or perspective ❑ The literature is compared <u>and</u> contrasted _____ _____
G. Students communicate *knowledge and understanding and the process used to generate them*	❑ Title is present but provides minimal information about the paper ❑ Some referencing, but does not follow the appropriate conventions	❑ Title portrays a general or limited sense of the paper ❑ Appropriate referencing style is applied, but with some errors	❑ Title succinctly portrays the full dimensions of the paper ❑ Appropriate referencing style is applied consistently

Student name and identifying details removed.

Generic Research Skill

Title: Semiconductor Optical Amplifier Technology and Application

Structure and Characteristics of SOA

- Consist of amplifying medium inside a resonant cavity [1]
- Works like Fabry-Perot laser diode [1]
- Two types: Resonant SOA and Travelling-wave SOA [1]
- Amplification achieved by externally pumping the energy level of material using current [2]
- Gain is influenced by input signal and noise of SOA [2]
- Gain saturation occurs if input signal power is high [2]

Non-linearities of SOA

Cross gain modulation (XGM)

- Strong signal at one wavelength affects the gain of a weak signal at another wavelength [2]
- Caused by carrier density changes [2]

Cross phase modulation (XPM)

- Phase and gain of optical wave propagating are coupled via gain saturation [2]
- XPM can be used to create wavelength converters [2]

Four-wave mixing (FWM)

- Occur in SOA between two optical fields [2]
- Injected fields cause gain to be modulated at beat frequency, and create a new field [2]
- Useful for wavelength converters, dispersion compensators and optical demultiplexers [2]

Application of SOA

Amplifiers

- Such as booster amplifier, preamplifier and in-line amplifier [2]
- To increase high power input signal prior to transmission (booster), to increase receiver sensitivity via increasing power level (preamp), and to compensate for fibre loss (in-line) [1&2]

Optical gates

- SOA can be constructed as optical gate (or switch) with high-speed switching capability that is required by high-speed optical communication network nowadays [1&2]
- Can be integrated into gate arrays for high density switching [1&2]

Wavelength converters

- SOA can be used in optical time division demultiplexer and add/drop multiplexer in optical network [2]

Optical clock recovery

- High-speed clock recovery is best achieved by optical solution [2]
- Uses phase locked loop with SOA based interferometric switch [2]

Marking Criteria: Health Numeracy for Nursing – Level 2

TCN 2A **Health Numeracy** **2009**	**Level 2** Students research at the level of a **closed enquiry** and require **some structure / guidance**	**Task description**
A. Students embark on inquiry and so determine a need for knowledge / understanding	Responds to questions / tasks required by and implicit in a closed inquiry	Students will analyse the medication charts of patients and identify ten medications that require some form of calculation prior to patient administration. Do NOT identify patients in any way. 1
B. Students find / generate needed informational data using appropriate methodology	Collect and record required information/ data using a prescribed methodology from prescribed sources in which the information / data is not clearly evident	Students will use the information from the medication charts to create a table of the 10 different medications (at least one each of O, S/C, IV, IM). Table headings will be: • Generic name • Brand name • Usual dosage • Patients dosage • Route • Indications 2
C. Students critically evaluate informational data and the process to find / generate this information / data	Evaluate information / data and the inquiry process using prescribed criteria	Students will evaluate the tabulated data to determine which numerical operation is required for administering each drug (i.e. what is the drug calculation required conversion/ multiplication etc). There may be more than one type of operation required. 3
D. Students organise information collected / generated	Organise information using a recommended structure and process	Students will organise the data from the table and identify the most common to least common types of numerical operation. 4
E. Students synthesize and analyse and apply new knowledge	Synthesize and analyse information / data to reorganise existing knowledge in standard formats. Ask relevant researchable questions.	Students will create a pie chart to illustrate the numerical operators required. As a result of the findings suggest a research topic that you might consider useful to improving nursing numeracy skills. 5
F. Students communicate knowledge and the processes used to generate it, with an awareness of ethical social and cultural issues	Use some discipline specific language and prescribed genre to demonstrate self selected knowledge and understanding from a stated perspective and for a specific audience	Students will describe the impact of drug calculation errors on the patient population in a summary of a number of pre-selected journal articles. (500 words) 6

Golbeck, A Ahlers-Schmidt, C Paschal, A Edwards Dismuke, S 2005 'A definition and operational framework for health numeracy', *American Journal of Preventive Medicine* , vol 29, no 4, pp 375-376

Bachelor of Oral Health - Human Biology
Assessment Task - Semester 2 2008
Instructions to Students

Developed by Sophie Karanicolas and Cathy Snelling, School of Dentistry, Faculty of Health Sciences, The University of Adelaide.

Collaborative group work – Developing a wiki and poster presentation assignment.

1. A Wiki on How to Make a Wiki!!!

Cathy and I will begin to construct a collaborative wiki on 'How to Make a Wiki' to model the format of your next assignment for Human Biology.

For the purpose of this project you will:

1. Work in groups of 3
2. Explore and investigate an assigned topic/issue in Human Biology
3. Review your aims and objectives collaboratively
4. Assign group member tasks equitably
5. Develop a wiki of your research findings with support from your designated e-facilitator
6. Frame a research topic/question and design an academic poster to present to a simulated scientific forum, with a summary of your findings
7. Your poster presentation will be accompanied by a 10 minute oral presentation.

2. What is a wiki?

For the technologically savvy amongst us, a wiki is easy to understand, develop and nurture. We have provided a few links to for you to view some pretty amazing wikis. Not that we expect the same level of construction for the purpose of this assignment from you guys, but it may help to view some other wikis to help give you ideas. They look more complex than what they are, and trust me, if Cathy and I can get our heads around them, you Gen Y kids have already got a head start on us. They can be a simple or as complex as you like. The beauty of a wiki is that it becomes a written record of your collaborative group work. My advice for making a wiki... Just do it !!! Click the icons and see what happens. Everyone knows of wikipedia, right? Well here is a link to view a wiki on the Endocrine System as an example:
http://en.wikipedia.org/wiki/Endocrine_system

Next we have an example from the University of Columbia on Social Justice. This is a favourite of mine and Cathy's.
http://socialjustice.ccnmtl.columbia.edu/index.php/Main_Page

Step 1
Your assigned groups, topics and e-facilitator (Sophie or Cathy) are as follows:

Group 1 The Gag Reflex
Group 2 Physiology of Dental Pain
Group 3 Cementum
Group 4 Endocrine and Exocrine Glands
Group 5 Endocrine System: Negative Feedback
Group 6 Endocrine System: Growth Hormone
Group 7 Endocrine System: Adrenal Glands
Group 8 Stress
Group 9 Diabetes
Group 10 Pregnancy
Group 11 Smell and Taste - Sophie

Step 2
Aims and objectives: you may add to or modify your assigned objectives to make them more suited to your learning preferences, as well as helping to frame your research focus.
The aims and objectives of each poster will be discussed in our F2F session on the assignment on Tuesday 27/7/09

Step 3
Set group roles and assign tasks.

The role of your e-facilitator: Cathy and I will join in on your selected groups to assist you with any queries or concerns you may have. Although we will not add or contribute to the content of your wiki, we may make some suggestions as you are progressing through the different stages on the wiki discussion page or by sending you an email. An example of how the discussion page works can be accessed on http://boh08.wikispaces.com/message/list/Group+9

Step 4
Find your page in this space under the navigation list.

Step 5
Begin your research and start your collaborative writing. Write down your ideas and information and do not be too concerned about the format or structure of your page as it evolves. There is plenty of opportunity to cut and paste and reframe the page as it develops. That's part of the fun..... Start by clicking the 'edit this page' tab on the right hand side tool box.

Step 6
Click on the Wiki folder in MyUni under **Human Biology I OH Semester 2/Assignments/Wiki Resources** to access the **assessment rubric** that gives you

clear and explicit criteria of how you ill be assessed. You will notice that the learning process eg., group work, research skills and wiki development will be assessed just as equally as your final poster presentation.

Other useful resources found in this folder:

- Links to academic poster formats
- Criteria outlining high quality poster presentations
- Exemplars: Past student posters and poster presentations
- Exemplars; Past student wiki pages eg., http://boh08.wikispaces.com/Group+9

Alternatively you can take the stairs to the fourth floor of the Medical School South Building - Physiology Department- and view the suggested layouts for posters in the corridor or take note of the may Posters displayed around the Dental School and outside our offices. Please be mindful not to disrupt classes whilst you are viewing the layouts.

Remember you can also access the many discipline specialists across the dental school to help you frame a research focus for your topic.

Step 7:
Once you have the final draft of your wiki, refine the content and add inks to pages and external resources. You must reference your wiki content throughout using the Harvard Referencing System. (Refer to your General Studies MyUni folder for a refresher on how to reference accurately).

Whilst in the process of finalising the content and layout of your wiki, begin selecting the information that you will include in your poster.

You poster must include the following elements:
Title and authors
Aims and objective, research focus
Introduction
Content to include diagrams or any graphs etc..
Summary and any acknowledgments etc....
The University of Adelaide Logo

Step 8:
Your e-facilitator will upload your group's poster on MyUni under Human Biology 1 in the assigned area labelled **Poster Gallery**. You will need to prepare a 10-minute oral presentation of your poster and your wiki space to the rest of the class. The date for these presentations is scheduled for the first week in October 2009, in the Wine Centre Gallery. The first year students last year really enjoyed this part of the project - not just because it was at the end - but they were really proud of what they have achieved as a group and it was a chance to showcase their work.

Step 9: Enjoy !!

Group Wiki Collaboration and Project Poster

Student Name: _____ Student ID: _____

Marker: _____

Facet of Inquiry	Student Autonomy Level 1 *Students research at the level of a **closed inquiry** and require a **high degree of structure/guidance***	Student Autonomy Level 2 Students research at the level of a **closed inquiry** and require **some structure and guidance**	Student Autonomy Level 3 Students research **independently** at the level of a **closed inquiry**
*A. Students **embark on inquiry** and so determine a need for knowledge/ understanding*	❑ Identifies peripheral/duplicated core components of topic ❑ Minimal articulation of core components to oral health practice.	❑ Identifies core components of topic. ❑ Clear articulation of core components to oral health practice.	❑ Identification includes and goes beyond core components of topic. ❑ Comprehensive articulation of core components to oral health practice.
*B. Students **find/generate** needed information/data using appropriate methodology*	❑ Search strategy is limited to a single source (eg internet only) for finding information. ❑ Content generated is partially relevant to the topic and/or primarily drawn from one or two sources. ❑ Allocation of group roles to manage workflow is minimally identified on the wiki page. ❑ Inequitable distribution of group work contribution with minimal evidence of shared leadership roles.	❑ Search strategy uses several different sources (eg catalogues and databases) for finding information. ❑ Content generated is relevant to the topic, and primarily based on several sources. ❑ Allocation of group roles to manage workflow is identified on the wiki page. ❑ Equitable distribution of group work contribution with evidence of shared leadership roles.	❑ Search strategy includes multiple source types for finding quality information (eg scientific catalogues, library databases, search engines) ❑ Content generated is relevant and draws on a wide range of sources. ❑ Allocation of group roles to manage workflow is clearly detailed and identified on the wiki page. ❑ Equitable distribution of high degree group work contribution and strong evidence of shared leadership roles.
*C. Students **critically evaluate** information/data and the process to find/generate this information/data*	❑ Identifies indicators of sources credibility and reliability but does not fully apply them in evaluating data or process ❑ Supporting evidence in search strategy only partially supplied and/or inappropriate Missing:_____ ❑ Minimal evidence of a team approach to reviewing, revising and editing group content contributions.	❑ Identifies several relevant indicators of source credibility and reliability and provides appropriate rationale for use/inclusion of information. ❑ Supporting evidence in search strategy supplied but some details inaccurate. Problems with_____ _____ ❑ Evidence of a team approach to reviewing, revising and editing group content contributions.	❑ Identifies a wide range of indicators of source credibility and reliability and fully applies these in selection of data for inclusion. ❑ Supporting evidence in search strategy is extensive and appropriate. ❑ Strong evidence of a team approach to reviewing, evaluating, revising and editing group content contributions.
*D. Students **organise** information collected or generated*	❑ The group use basic strategies to organise the wiki (eg headings, dot points etc.) but with little flow or connection. Problems with:_____ _____ ❑ The group use basic strategies to organise the poster (eg layout, sections, choice of visuals etc.) with some explanations and basic conclusions. Problems with: _____ _____	❑ The group use several sound strategies to organise the wiki, with linkage between and within most sections. Problems with_____ _____ ❑ The group use several sound strategies to organise the poster with accurate explanations and sound conclusions. Problems with _____ _____	❑ The group use a wide variety of strategies to organise the Wiki with coherent linkage between and within all sections ❑ The group use a wide variety of strategies to organise the poster with accurate and complete explanations and draw distinct conclusions.
*E. Students **synthesise, analyse and apply** new knowledge*	❑ Content largely restates information from original sources used, with minimal integration. ❑ Poster has a broadly based and superficial coverage, which does not specifically address the chosen learning outcomes	❑ Information from original sources is integrated data but overall theme closely resembles that of the original sources ❑ Poster has broadly based coverage, with detailed information provided for at least one of the chosen learning outcomes.	❑ Content incorporates paraphrasing of information and presents 'new' interpretations/context from that of original sources. ❑ Poster has a focussed and in-depth coverage of all chosen learning outcomes.
*F. Students **communicate** knowledge and the process used to generate it with an awareness of ethical, social and cultural issues*	❑ Minimal coverage of poster appearance criteria. ❑ Partially conforms to spelling, grammar conventions except for: _____ ❑ Partial/incomplete referencing Missing: _____	❑ Moderate coverage of poster appearance criteria. ❑ Generally conforms to spelling, grammar conventions; minor errors with _____ ❑ Generally well referenced; Problems with _____	❑ Complete and total coverage of poster appearance criteria. ❑ Accurately conforms to spelling/grammar conventions. ❑ Full and correct acknowledgement of all sources used in poster.

Analysis of public health issue using Chapter 1

Assignment 1 Marking Criteria				
Facets of Inquiry ⇩	**Highly satisfactory** *If you were ticked here, this facet of research is a good starting point*	**Satisfactory** *If you were ticked here, this facet of research* was *OK but needs to go up a notch: use this feedback to improve assessment 2*	**Unsatisfactory** *If you were ticked here, this facet of research needs work*	**Weighting**
A. ***Embark*** *on inquiry & **clarify the** knowledge that is needed*	❑ Does the introduction of the analysis clearly explain the relevance of the issue to public health (PH)?	❑ Does the introduction of the analysis give some indication of relevance of the issue to PH?	❑ Is the introduction of the analysis about the relevance of the issue to PH unclear or not done?	**25%**
B. ***Find needed*** *information & generate needed data*	❑ Do the bullet-form notes from newspaper define and elaborate on the relevant PH issue? ❑ Are the bullet-form notes from text book highly appropriate to the newspaper issue?	❑ Do the bullet-form notes from newspaper define and partially elaborate on the relevant PH issue? ❑ Are the bullet-form notes from text book appropriate to the newspaper issue?	❑ Do the bullet-form notes from newspaper partially define the relevant PH issue with no elaboration? ❑ Are the bullet-form notes from text book inappropriate to the newspaper issue?	**15%**
C. ***Evaluate*** *information/data & reflect on the process*	❑ Is there a thorough identification and evaluation of vested interests?	❑ Is there identification and realistic evaluation of some vested interests?	❑ Is there some attempt at evaluation of vested interests?	**15%**
D. ***Organise*** *information & manage processes*	❑ Is the analysis coherent within and between paragraphs?	❑ Is the analysis coherent within or between paragraphs?	❑ Does the analysis lack coherence between and within paragraphs?	**10%**
E. ***Analyse*** *&* ***synthesise*** *new knowledge*	❑ Does a PH idea from Chapter 1 inform a thorough analysis of the newspaper issue?	❑ Does a PH idea from Chapter 1 inform a simple analysis of the newspaper issue?	❑ Is there a limited analysis of the PH newspaper issue?	**25%**
F. ***Communicate*** *&* ***apply*** *knowledge, understanding and the process used to generate it, heeding the ethical, social and cultural issues*	❑ Does the title clearly and succinctly reflect the contents of your analysis? ❑ Are both sources referenced and cited correctly (Vancouver)?	❑ Does the title give an indication of the contents of your analysis? ❑ Are both sources referenced and cited, but with some mistakes?	❑ Is there a title? ❑ Is one source cited or referenced?	**10%**
Marker:		**Total Mark: /10**		**Total: 100%**

Student Name: Student ID:

Final Year Project Assessment Matrix

A1 Proposal Seminar

SCHOOL OF ELECTRICAL AND ELECTRONIC ENGINEERING

THE UNIVERSITY of ADELAIDE

Student Name _____ Assessor _____ Date _____

☐ *Supervisor* ☐ *Co-supervisor*

Research Process	Facet	F	P	C	D	HD
		Fails to satisfy the minimum requirements	*Satisfies the minimum requirements*	*Demonstrates a high level of understanding and presentation and a degree of originality and insight*	*A very high standard of work which demonstrates originality and insight*	*Outstanding or exceptional work in terms of understanding, interpretation and presentation*
A. Students embark on inquiry* *and so determine a need for knowledge / understanding* ***(10%)***	Objectives stated	Unclear or inappropriate	Clear but lacks focus	Clear and focussed	Clear, focussed and innovative	Clear, focussed, innovative, open inquiry
	Context of project	Not described	Minimally described	Satisfactorily described	Informative, well-researched	Comprehensive, extensively researched
B. Students find/generate *needed information / data / ideas using appropriate approach / method* ***(15%)***	Technical challenges	Vaguely specified	Clearly identified	Clearly identified and explained	Clearly identified, explained in context	Clearly identified, explained in context and justified
	References and citations	Minimal use of or inappropriate sources	Few appropriate sources	Several appropriate sources	Numerous appropriate sources	Numerous appropriate and wide range of sources
C. Students critically evaluate *information / data / ideas, their approach and results, and react appropriately* ***(25%)***	Valid technical reasoning	None presented	Some presented	Strong evidence	Comprehensive	Comprehensive and insightful
	Feasibility of proposed approach	Flawed or infeasible	Feasible, with major changes	Feasible, with some changes	Feasible, with minor changes	Fully feasible
	Project significance	Not discussed	Minimal discussion or evidence of understanding	Some evidence of understanding; reasonably considered	Strong evidence of understanding; mostly considered	Exceptionally strong evidence of understanding; fully considered
	Strengths and weaknesses of proposed approach	Not discussed	Minimally discussed	Moderately explored and analysed	Well explored and analysed	Comprehensively explored and critically analysed
	Broader (social and/or cultural) implications of project	Not addressed	Minimally addressed	Adequately addressed	Well addressed and justified	Comprehensively addressed and justified
D. Students perform necessary *processes to meet stated project objectives* ***(10%)***	Proposed project plan	Presented but is superficial	Presented but lacks sufficient details	Presented in moderate detail	Presented in detail	Presented in detail and explained
	Project risks	Not discussed	Some degree of risk idenfication but with limited mitigation strategies	Moderate degree of risk identification; some mitigation strategies	Thorough risk analysis; some mitigation strategies	Thorough risk analysis; effective and innovative mitigation strategies
E. Students organize themselves *effectively and adequately manage human input to project* ***(10%)***	Group roles and team organisation	Not specified	Roles specified but no reason provided	Roles specified with reasons provided	Roles specified with reasons provided; team organisation structured	Roles specified with reasons provided; team organisation is highly structured
	Team management strategy	Not discussed	Discussed but strategy is superficial	Discussed; strategy is potentially effective	Discussed in detail, strategy is likely to be effective	Discussed in detail, strategy is likely to be effective and innovative
F. Students communicate *project objectives, achievements and the process (****30%****)*	Seminar presentation	Unengaging, laboured, disjointed	Mildly engaging, need improvements for the future	Generally engaging, minor improvements for the future	Strongly engaging, well presented	Exceptionally engaging, brilliantly presented, highly professional
	Visual and spoken elements	Inappropriate or ineffective	Appropriate but not well-integrated, or ineffective	Well-integrated and effective	Cohesive, effective and polished	Imaginative, effective; professional level
	Seminar time management	Poor; grossly over-/ under-time	Adequate; moderate degree of over-/under-time	Satisfactory; ran to schedule, some hurry or delay	Well-paced presentation, suited to the schedule	Ideal pace with careful attention to time management

Evaluation Framework

Consider evaluation that grows over time:

1. Increasing number of perspectives:
    - Students'
        - Class engagement
        - Solicited feedback forms, quantitative and qualitative
        - Analysis of student assessments and class contributions
    - Colleagues'
        - Feedback on teaching and assessment resources
        - Feedback on teaching
    - Self-reflection
        - Reflective journal
        - Metacognition (looking at your learning over time)

2. Increasing timeframe
    - Time for one task
    - Whole lecture/tutorial/laboratory
    - Whole semester
    - Several cohorts or years of data

3. Increasing scale of use
    - From one tutorial to all tutorials
    - From one course/unit to whole program
    - From one discipline to many
    - From one campus to many

4. Increasing rigour
    - Expanding use of the literature
    - Search for 'disconfirming' evidence
    - Action research spirals

Appendix 2 Examples of RSD Assignments and Marking Rubrics - USP

ED153 Education and Society (Semester 2 2014) **Coordinator:** Dr Sereima Naisilisili

Research feature	Elements	Excellent -5	Very good –4 to 3	Good -2	Unsatisfactory -1 to 0	MARK
Embark and clarify	Introduction	Detailed analysis of perspectives Purpose and background of study meaningful, exceptionally clear , supported by literature	Adequate details and analysis of perspectives Purpose is generally clear and meaningful with some literature	Some background and purpose of study mentioned, weakly supported	Below standard Weak with several missing elements of background and purpose	
Find and generate	Methodology and data collection	Methodology is clearly discussed and detailed with appropriate data	Methodology is clear but missing in few details with mostly appropriate data.	Methodology is generally described, but lacks details & appropriate data	Ineffective methodology. Unclear and inappropriate data	
Organise and manage	Appropriate format presentation of results	Well planned, logical sequence. All major sections included. Thorough with clear, and properly sequenced presentation of data & subheadings	Planned report, logical sequence ; major sections included, data correctly integrated in to texts – in quite a meaningful way	Adequately planned, with some major sections missed out	Data not integrated. Little organization and coordination	
Analyse and synthesise	Discussion of results	Full, clear and sophisticated. Accurate interpretations well supported	Clear and detailed discussion of data with sound interpretation	Adequate, mostly clear discussion of data	Discussion is weak. Thin interpretations of data	
Evaluate and reflect	Conclusions	Conclusion is well considered and strong. Highly relevant Well supported by highly credible information	Conclusion is relevant and mostly clear. Supported by data analysis Some evidence of credible information	Conclusion is relevant but lacks depth. Supporting evidence unclear. Questionable information credibility	Questionable conclusion. Lacking support from data analysis Not supported by credible information	
Communicate and apply	Grammar Accurate writing convention	Sentence fluency and word choices of high level Strong & specific words used to convey meaning Proper referencing format and highly consistent	Generally uses appropriate words Some stiff or choppy sentences. Contains occasional spelling errors. Some good references but lacks consistency	Some errors in grammar and word choices. Distracting spelling errors that need proof reading Some missing references	Spelling errors, punctuation, typographical errors –overly distracting. Very poor referencing or no references used	
				TOTAL out of 30 Out of 15%		

Geography GE102 Introduction to Human Geography - Marking Guidelines for Reflection Essay

Coordinator: Tolu Muliaina

GUIDELINES	MARKING CRITERIA	Total Mark	Highly Satisfactory (71-100%)	Satisfactory (50-70%)	Unsatisfactory (<50%)
INTRODUCTION States the purpose of essay (intent, thesis statement) Defines and unpacks key terms/theories Provides a brief plan for essay	Purpose of essay (intent, thesis statement) **EMBARK AND CLARIFY**	1	Precise and clear	Satisfactory but lacks precision and clarity	Does not represent the rest of the contents, Inadequate
	Defines and unpacks key terms/theories **EMBARK AND CLARIFY**	1	All or most key terms/ theories sufficiently defined and unpacked	Up to half of the key terms/ theories are sufficiently defined and unpacked	Key terms/ theories inadequately defined
	Plan for essay **EMBARK AND CLARIFY**	1	Precise and clear	Satisfactory but lacks precision and clarity	Does not represent the rest of the contents, Inadequate
DEVELOPMENT Addresses all parts of the question Presents original arguments using own words Evidence of analysis/synthesis based using geographic theories Personal position clear in the essay Cites examples: local, regional and global	Addresses all parts of the question **FIND AND GENERATE**	1	Answer all aspects of question	Answers some parts of question 50%	Off topic and ideas do not address topic
	Presents original arguments using own words **EVALUATE AND REFLECT**	1	Original argument (s) presented	Some argument (s) presented	Limited or no argument
	Evidence of analysis/synthesis using geographic theories **ANALYSE AND SYNTHESIZE**	2	Clear analysis/synthesis based on relevant theory	Useful analysis but some lack clarity	Analysis stated lack theoretical base
	Personal position clear in the essay **ANALYSE AND SYNTHESIZE**	2	Author position clear	Author's position is subtle	Author's position not stated or not clear
	Cites examples: local, regional and global **FIND AND GENERATE; EVALUATE AND REFLECT**	2	Effective use of examples	Good use of examples	Limited; contradicting examples
CONCLUSION Summarizes main arguments Restates and stresses own position	Summary of main arguments; fit contents Restate own position **EVALUATE AND REFLECT**	1 1	Precise and fitting conclusion.	Conclusion does not fit the contents *or* is not precise.	Conclusion is not fitting and is not precise.
REFERENCES Cites 6 credible in-text references 6 references (3 online, 3 journals/books)	In-text citing, reference list (3 online, 3 journals/books) **COMMUNICATE AND APPLY ETHICALLY**	1	Correct and complete citations and a reference list (with at least 6 references).	Partly correct or partly complete in-text citations and reference list	Incomplete and incorrect citing and reference list

	Credibility of references **EVALUATE AND REFLECT**	1	All works cited from credible sources	Work cited is generally from credible source	Some works cited lack credibility
ACADEMIC STYLE Presents coherent essay structure Formal writing style used No spelling and grammatical errors Organize; communicate	Coherent structure and formal writing style **ORGANISE AND MANAGE** Grammar and Spelling; word limit; **COMMUNICATE AND APPLY ETHICALLY**	2 3	Coherent essay structure, correct style used Correct grammar and spelling; within 3 page limit	Essay structure mainly coherent with mainly correct style Some spelling and grammatical errors; over or under 3 pages	Essay lacks coherence, style is inappropriate Numerous spelling and grammatical errors; over or under 3 pages
		/**20**			

Foundation Accounting

AFF01 RESEARCH REPORT & PRESENTATION H/B

TOPIC: PUBLIC COMPANIES

Due Date: Week 11

Coursework Weighting: 20%

At the end of this assignment, students will be able to:

1. *Work cooperatively in a small group environment.*
2. *Explain what a public company is.*
3. *Explain the major advantages of public companies being listed on the South Pacific Stock Exchange.*
4. *Explain the issue of shares and the types of shares held by the company under study.*

Instructions

This assignment will be done either in pairs or individually.

You are required to select **ONE** company which is listed on the South Pacific Stock Exchange and study the latest Annual Report which will provide you with the information that is required for your write up. If you do not have access to the internet, then consult your school coordinator for a copy of the latest Annual Report.

The final write up is to be presented in a structured format. The report must be typed.

The report must have a **COVER PAGE** clearly stating your name, ID number and the company name that you are reporting on.

The report should be typed using Times New Roman size 12 font and must be in 1.15 spaced lines.

Remember to provide a bibliography at the end of your report.

The report structure should be as follows:

Introduction: A brief overview of the company- the title of the company, the type of business activities, when it was formed.

Content: Your discussion should address the following:

- par value of a share
- Share capital
- authorized capital
- issued and paid up capital
- number of shareholders
- types of shares the company has
- Why would your company want to be listed on the South Pacific Stock Exchange
- Identify problems the company is currently facing and what strategies are in place to address these issues.

Conclusion

Evaluate the company's performance and provide recommendations.

Research Report Marking Criteria

Facets of Research	Element of report	Excellent (71-100%) A+, A, B+	Good (50-70%) B, C+, C	Unsatisfactory (<50%) Below C	No Evidence (0)
Embark and Clarify (10 marks)	Introduction • Title/identification of company • Type of business activities • Date of company formation	All 3 elements identified and discussed in the Introduction	Only two elements identified and discussed	Some relevance to the company	No introduction
Find and Generate (35 marks)	Bibliography	Appropriate referencing	Limited scope shown in referencing	Poor and incorrect referencing	No references
	Discussion include: • Authorised Capital • Share Capital • Par Value	All 3 elements discussed	Only 2 elements discussed	Only 1 element discussed	Incorrectly stated
	• Issued and paid up capital • Number of shareholders • Types of shares	All 3 items discussed	Only 2 elements discussed	Only 1 element discussed	Incorrectly discussed
Evaluate and Reflect (35 marks)	Advantages of listing	2 advantages discussed in detail	Brief discussion of the advantages	Vague discussion	Incorrect/no advantages discussed
	Problems faced	2 problems discussed clearly	Only 1 problem discussed clearly or 2 problems discussed to some extent	Problems stated with no adequate discussion	Incorrect or no statement of problems or discussion
	Strategies identified	2 strategies for the problems identified	Only 1 strategy identified	Strategy identified but irrelevant	No strategy
Organise and Manage (10 marks)	Structure of the report • Introduction • Content • Conclusion	The written report is properly structured, coherent and typed with Times new Roman, size	Proper structure with some coherence followed but exceeded 1 page/less than a page	Vaguely coherent structure and lapses in font type, size, margins, line spacing Page limit is exceeded or	No proper structure/coherence Font size, margins, spacing not followed.

		12 font, 1.15 line spaced and is within a page	Times New Roman, Font size 12, margins, spacing followed but more than or less than a page by 10%	less by more than 10%.	Page limit exceeded or less by more than 10%
Analyse and Synthesise (10 marks)	• Company performance • Recommendation	Clear analysis of company performance and recommendations discussed	Performance discussed with unclear recommendation or clear recommendation with vague discussion on performance	Vague discussion on company performance and recommendation	No discussion

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AFF02 MAJOR ASSIGNMENT

TOPIC: ETHICS AND GOVERNANCE

Due Date: Week 10

Total Weighting: 15%

At the end of this assignment, students will be able to:

1. *Work cooperatively in a small group environment.*
2. *Discuss the importance of internal control procedures in any business venture.*
3. *Link the failure of internal control procedures in the case under study.*
4. *Describe qualities of ethical behaviour and evaluate whether the situation under study results in an unethical behaviour.*

Instructions

This assignment will be done in small groups of three for Augmented students at Laucala USP campus only.

The group's final write up is to be presented in a structured format. The report must be typed.

The report should be typed using Times New Roman size 12 font and must be in 1.15 spaced lines.

Remember to provide in-text referencing and a bibliography at the end of your report if you are using ideas or copying from source texts.

The report structure should be as follows:

- **Introduction**: A brief overview of the case under study.
- **Content:**
    - Discuss the internal control procedures in place

- Identify the controls being violated in relation to the case under study and include examples.
- For each of the internal control procedure violated, propose a solution.
- Identify and explain the causes of unethical behaviour in the case under study.
- Provide recommendations to the Board of Directors on policies that will help improve the company/organisation situation.

- **Conclusion**

Apply your knowledge of Ethics and Good Governance to describe the lessons learnt in the case.

Case Study Report Marking Criteria

Facets of Research	**Element of report**	**No Evidence (0)**	**Unsatisfactory (<50%) Below C**	**Good (50-70%) B,C+,C**	**Excellent (71-100%) A+,A,B+**
Embark and Clarify (10 marks)	Introduction Case overview	Discussion lacks relevance to the case	Brief background on the case	Background is relevant but lacks clarity	Relevant and clear background on the case discussed
Find and Generate (35 marks)	Referencing	No bibliography/referencing	Inappropriate referencing	Some sources acknowledged	All sources acknowledged
	Discussion include: 3 internal control procedures followed	No discussion of internal control procedures	Internal control procedures discussed but inappropriate to the case	1-2 internal control procedures discussed correctly	All 3 internal control procedures discussed
	3 internal control procedures violated	No discussion	Internal control procedures discussed but inappropriate to the case	1-2 internal control procedures discussed correctly	All 3 internal control procedures discussed
	3 examples of violations from the case	No discussion	Examples discussed but inappropriate to the case	1-2 examples discussed correctly	All 3 examples discussed correctly

Evaluate and Reflect (20 marks)	3 solutions to the internal control procedures being violated	No solution discussed	Solutions discussed but inappropriate to the case	1-2 relevant solutions discussed	All 3 relevant solutions discussed
	3 causes of unethical behaviour identified and discussed	No discussion of unethical behaviour	Incorrect and irrelevant discussion	1-2 causes correctly identified and discussed	All 3 causes correctly identified and discussed
Analyse and Synthesise (15 marks)	3 recommendations to the Board	No/incorrect recommendation	1 recommendation provided	2 recommendations provided	3 recommendations provided
	Conclusion	No conclusion	Vague conclusion	Brief discussion of the lesson learnt	A succinct discussion of the lessons learnt
Organise and Manage (20 marks)	Group work details	No evidence of group work	1-2 meeting records provided	3-5 group meeting records	6+ group meeting records
	Structure of the report • Introduction • Content • Conclusion • Bibliography	No proper structure/coherence	Vaguely coherent structure	Proper structure followed with some coherence but the outline was not followed	The written report is properly structured and coherent and followed the outline with font size 12 in Times New Roman

NOTE: This form must be completed by the group leader each time the group meets and signed by the group members. It is then detached and attached to the report.

GROUP WORK DETAILS (Tear off and attach to your report)

Group Members: _____

CASE TITLE:eg, NBF Saga				
Names & ID numbers	**Signatures**	**Responsibilities**	**Dates of meetings & attendance**	**Actions Taken**
Example: Joe Smith S11110007 Anna Brown S11119966 Mary Grey S11113344		Allocation of duties	Aug. 6th @ 2pm	Discuss the assignment question. Allocate tasks for each member on voluntary basis.
	Tutor's Name: _____ Tutor's signature: _____ Date: _____			

Accounting – Undergraduate Level

University of the South Pacific

Faculty of Business and Economics

School of Accounting and Finance

AF101 – Introduction to Accounting and Financial Management Part 1

Major Assignment

Semester 1, 2015

Weighting: **The total mark for this assignment is 100 marks and is worth 10% of your total assessment.**

Due date: **DUE 8 May Friday 8.00 am – 12 midday at the School of Accounting & Finance office. ALL ASSIGNMENTS HANDED IN AFTER THIS TIME WILL BE REGARDED AS LATE ASSIGNMENTS.**

Instructions:

1. **This assignment has TWO PARTS (A) Cash Budget (B) Financial Statements Analysis and Report.**
2. **This is a group assignment with 4 (or 5) individuals per group; individual assignments will not be accepted. Groups must be made up of individuals from within your respective tutorials.**
3. **Your assignment MUST be word processed. Hand written assignments will NOT be accepted.**

4. **Ensure that your names, ID No's, tutor's name and tutorial day and time are stated clearly on the cover page, which can be downloaded from Moodle.**

5. **A penalty of 10% will be deducted each day or part thereof that the assignment is late. Check late assignment policy.**

6. **Use APA style of referencing. Ensure to use proper in text referencing, footnotes and generate a proper bibliography. Plagiarized/copied assignments will be awarded a ZERO (0) mark.**

7. **Font size of 12 should be used with single line spacing.**

8. **Maximum word limit for PART B report is 1000 words.**

9. **PART B report will have to be submitted into TURN-IT-IN on moodle on the due date. A submission box will be made available on moodle. Only one submission per group[1].**

PART B:

DUE: 8th May, 2015, Online[2] & Hard Copy Submission

FINANCIAL STATEMENT ANALYSIS & REVIEW

This assignment requires you to refer to the South Pacific Stock Exchange (SPSE) website[3], which provides the audited financial statements of the listed companies.

[1] Please indicate on hard copy submission who submitted assignment on moodle.
[2] ONE submission per group, please indicate on hard copy who submitted online.
[3] http://www.spse.com.fj/Company-Information/Listed-Companies-Annual-Report/2014-Annual-Reports.aspx

Assume that your group has been approached by a potential investor to evaluate ONE company on the SPSE. Your group has been requested to compile and provide them with a business report (**NO MORE THAN 1000 WORDS**) after reviewing the following items below. Your group's report will be the deciding factor on whether the potential inventor would invest or not on the chosen entity.

USE THE RESEARCH REPORT MARKING CRITERIA TO ASSIST YOU IN COMPLETING THIS REPORT.

1.	**Inventories:** What classes of inventories are recorded under the classification Inventories? What inventory system does the company use? What valuation method is used on its ending inventory balance? What cost flow assumption is used to value inventory? Evaluate and comment on the company's inventory turnover during 2014.
2.	**Receivables:** Have the receivables (current) increased or decreased over the year and by how much? What was the balance of the allowance for doubtful debts on the same date? What was the amount of bad debts actually written off during the financial year and how was it determined? Evaluate and comment on the company's receivables turnover during 2014.
3.	**Liabilities:** What are the current and non-current liabilities at the end of the financial year 2014? Comment on the repayment periods. What are the company's major liabilities? How much have they increased or decreased over the year? Does the company have any 'provisions' type liabilities? Explain the nature of these items and does it satisfy the definition of provisions as contained in IAS 37. Evaluate and comment on the liquidity (using 2 relevant ratios) of the company.
4.	**Non-Current Assets:** What is the company's total carrying amount for property, plant and equipment at the end of the reporting period? How have these assets been valued? Is it in line with the relevant accounting standard? Provide details of acquisitions, derecognitions or revaluations made by the company during the current financial period. Evaluate and comment on the profitability and financial stability (using 2 relevant ratios for each category) of the company.

(Total Marks: 60%)

AF101 BUSINESS REPORT MARKING RUBRIC – SEMESTER 1, 2015

Facet of Research	Element of Marking	Highly Satisfactory Pass			Satisfactory Pass			Below Standard/Unsatisfactory	
		A+ 85-100%	**A 78-84%**	**B+ 71-77%**	**B 64-70%**	**C+ 57-63%**	**C 50-56%**	**D 40-49%**	**E <40%**
A. Students embark on inquiry and so determine a need for knowledge/understanding ***5% of the Total***	**Introduction** – identifies company, outlines background context and argument clearly, provides summary of key issues identified	Clearly establishes the context and background to the report and presents a clear summary of the issues. Line of argument taken clearly and effectively.			Establishes the context and background to the report and presents a vague summary of issues. Line of argument taken but some parts are vague.			Attempts to link the context and background to the report and presents the issues but weakly linked and has no line of argument.	
B. Students find/generate needed information/data/ideas using appropriate approach/method ***10% of the Total***	**References and citations** – demonstrates that research has been conducted on appropriate online database to identify and implement suitable range of critical and theoretical resources.	Cites appropriate concepts from relevant references, fully integrated into the text with a sound mix of direct and indirect quotations. Quotations support arguments. Citations are totally accurate. Bibliography complete and accurate following APA style.			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. Bibliography is satisfactory (following APA style) but some documentation errors exist.			Found information is not documented correctly. Errors exist with signal phrases, citations, and references. Found information is not introduced or analysed adequately. Bibliography is not satisfactory and does not follow APA style.	
C. Students critically evaluate information/data/ideas, their approach and	Quality of analysis - 7.5 %	Data is appropriate and very relevant; presentation and analysis of data are professional, thorough, engaging, and sophisticated.			Data is relevant but presentation and interpretation of results need work.			Data is not relevant for purpose; presentation and interpretation of results are inaccurate and not presented clearly.	

results, and react appropriately ***15% of the Total***	Conclusion - 7.5%	Conclusions and recommendations are excellent (pertinent, realistic, evidence-based, and detailed) based on evaluated data.	One is relevant and adequate, but the other is not pertinent, realistic, or detailed. Just repeats the main points already highlighted with no clear direction.	Both are unclear and not connected to the report's data.
D. Students organise and manage to meet stated project objectives ***5% of the Total***	Group roles and team organisation (to be included in Appendix)	Roles specified with reasons provided; team organisation is highly structured.	Roles specified with reasons provided and some structured team organisation evident.	Roles specified with no reasons provided and no evidence of a structured team organisation evident.
E. Students analyse and synthesise the project to present the final report ***20% of the Total***	Organisation of the Report – appropriate subheadings & paragraphs - 8%	Clear & appropriate subheadings with 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.	Appropriate subheadings with separate paragraphs that have one main idea and some supporting material but not consistent. Some links needed between paragraphs.	Poorly organised report with 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.
	Development of the analysis - 12%	Presents a strong, focused argument, well supported by impressive analysis and evidence. The points being made are clear and convincing for the reader throughout.	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.
F. Students communicate the final report and ethically apply academic writing conventions ***5% of the Total***	Sentences, grammar and style - 2%	Sentences contain no errors and are diverse and sophisticated. Style is concise and professional. The report has clearly been edited and proof read numerous times.	Sentences contain some errors but don't impede meaning. Style is generally concise and professional, but some additional editing is warranted.	Poor sentences that have been poorly organised and weakens analysis. Numerous errors that impede meaning, with no professional style. Numerous grammatical errors exist and impede meaning.
	Online Submission & Turn-it-in percentage - 3%	Report is submitted on time with appropriate filename and clearly indicated on hardcopy. There is no	Report is submitted on time with appropriate filename and clearly indicated on	Report is submitted late without appropriate filename and not indicated on hardcopy. There is

		similarity percentage detected.	hardcopy. There is 0-20% similarity percentage detected.	more than 40% similarity percentage detected.
Marker Comments:			**TOTAL MARKS ALLOCATED OUT OF 60:**	

History – Undergraduate Level

HY206 Modern East Asian History

Coordinator: Dr Ryota Nishino

HY206: Marking criteria for Essay Assignment - Comprises essay (20%) and bibliography and footnotes (5%)				
	Excellent	**Highly Satisfactory**	**Satisfactory**	**Unsatisfactory or no evidence (0)**
Content and Analysis **(8 Marks)**	Introduction very precise and clear, states the purpose and plan of the essay. (Embark and Clarify)	Introduction precise and clear introduction, states the purpose and plan of the essay.	Introduction and statement of purpose of plan of essay need improvement.	Introduction and statement of purpose of plan of essay unclear and off track, or absent.
	Use more than eight credible academic sources (find and generate).	Use more than six credible academic sources.	Use fewer than four credible academic sources.	Essay uses only readings in Course Reader, or no use of reading at all.
	Effective use of credible academic sources (Find and Generate; evaluate and reflect)	Good use of credible academic sources	Poor or no use of credible academic sources	
	All of the relevant contents are identified and discussed. (Find and generate; evaluate and reflect) Where relevant, explains the merit and limitations of sources and arguments. (analyse and synthesise)	All of the relevant contents are identified and discussed.	Some contents are relevant.	Less than half of the contents are relevant
	Conclusion sums up entire essay very well, and restates main idea of essay clearly. (evaluate and reflect)	Conclusion sums up entire essay and restates main idea of essay clearly.	Conclusion sums up entire essay adequately.	Conclusion fails to service its purpose: adding new info. or off track.
	Essay plan below 250 words; main body within +/- 10% range of word limit. (Professionalism)			Essay plan and main body below or above 10% of word limit, or essay plan absent
	Marks 7-8	Marks 5-6	Marks 4-5	Marks Below 4

Organisation **(7 Marks)** Organise and manage	All paragraphs have clear introductory sentences, focus and links.	Most paragraphs have clear introductory sentences, focus and link	Some paragraphs have clear introductory sentences and focus	Many paragraphs lack clear introductory sentences and focus
	Paragraphs address the essay questions *effectively*	Paragraphs address essay questions	Paragraphs do not address essay questions	
	No repetition of content, theme or ideas.		A few instances of repetition of content, themes or ideas.	Many instances of repetition of content, themes or ideas.
	Marks: 6 - 7	Marks: 4 – 5	Marks: 3 – 4	Marks: less than 2

Language: Style and grammar **(5 Marks)** (Communicate and apply ethically)	Correct spelling and grammar throughout	Some grammatical errors, without impairing overall quality of essay or reader's comprehension	Some grammatical errors, which impair the overall quality of essay or reader's comprehension	Numerous grammatical and spelling errors that make reading difficult
	Excellent vocabulary throughout	Good vocabulary, but room for improvement	Only some vocabulary is academic; use of clichés and 'empty' words	Vocabulary not academic; use of clichés and 'empty' words
	Excellent academic style throughout	Some use of academic style, but room for improvement	Style needs improvement. Use of colloquialism, or stilted language	Style needs greater improvement
	Marks: 5	Marks: 4	Marks 3	Marks: less than 2
Referencing **(5 Marks)** (Communicate and apply ethically)	Nearly all or all footnotes and bibliography are correct.	Most of footnotes and bibliography are correct	Some footnotes and bibliography are correct.	Most footnotes and bibliography are incorrect or incomplete.
	Marks 5	Marks: 4	Marks: 3	Marks: less than 2

Total: **Penalty or bonus:**

Revised total mark:

 References: Willison, J. and O'Regan, K., 2006 and 2013. *The Research Skills Development Framework*.

History – Undergraduate Level

HY302 Special Topic: History of Fiji

Course Coordinator: Dr Morgan Tuimalealiifano

Date: **Wednesday 6 September 2015**
Value: **25 marks**
Length: **2000 words**

Write a well-constructed and correctly referenced essay in answer to **ONLY ONE** of the following questions.

1. What were Ratu Seru Cakobau's main problems before and immediately after the Battle of Kaba in 1855?

2. How effective was the 1871 Constitution? What were its advantages and disadvantages?

3. Why did Fiji NOT become a colony of white settlement?

Use the **Essay Marking Rubric** Below to self-assess your essay before submitting it on moodle. What is your mark? Is a pass or fail?

Facet of Research Skill Total marks 25%	Element of Marking	A Highly Satisfactory Pass (71-100%)	A Satisfactory Pass (50-70%)	A Bad Essay (<50%)
Embark and Clarify **3%.**	Precision of introduction –1 mark Answer to question –2 mark	Precise introduction. Answers the question.	Unclear introduction; lacks clarity in answer to the question	Lack of focus; does not answer the question.
Find and Generate **5 %.**	Credibility and number of sources of information/ literature – 2 marks Identification of appropriate ideas/ themes – 3 marks	Appropriate and adequate number of sources/ literature used. All or most of the appropriate ideas are identified	Limited literature with partly appropriate sources. Only half of the ideas/ themes are appropriate	Inappropriate and/or inadequate literature. Less than half of the themes/ ideas are appropriate
Evaluate and Reflect **4 %.**	Explanation of ideas – clarity and completeness 4 marks	Clear and adequate explanation of ideas from literature in relation to assignment topic.	Explanation of ideas in relation to topic is somewhat clear and adequate.	Explanation of ideas in relation to topic is not clear and not adequate.
Organise and Manage **4 %.**	Categorisation of ideas – paragraphing. 2 marks Sequence of information. 2 marks	Appropriate categorisation of ideas. Logical sequence of information.	Ideas lack proper categorisation; more than one idea in a sentence. Sequence of information is partly appropriate.	Disconnected and unstructured ideas and information.
Analyse and Synthesise **5 %.** Conclusion	Interpretation and analysis of information - 3 marks Precision, accurate & concise. 2 mark	Show interpretation of information with clear findings or statements. Precise, correct and concise.	Lack interpretation of information and unclear findings or statements. Incorrect or not precise & wordy.	No interpretation of ideas or reproduces the works of others Incorrect, imprecise, & unclear.

 References: Willison, J. and O'Regan, K., 2006 and 2013. *The Research Skills Development Framework*. Kambati, U., Lal, H., Willison, J., 2013. *HY101 RSD Marking Rubric*. The University of the South Pacific.

Language and Literature – Foundation Level

LLF11 ASSIGNMENT 1 ASSESSMENT RUBRIC: STUDY, PLAN AND COLLECT INFORMATION FOR AN ESSAY.

Criteria	Excellent	Meets expectation	Below expectation	Weak	Score
Section A : EMBARK AND CLARIFY					
Understand topic **(4 marks)**	(5-4m) Shows in-depth /thorough understanding of topic -content words (½ m) -direction words(½ m) Topic rewritten in own words and is relevant (1m) Change topic to question (1m)	(3.5-2.5m) Shows clear understanding of topic -content words (½ m) -direction words(½ m) Topic partly rewritten in own words and is partly relevant (1 m) Slight change of topic to question (½ m)	(2-1m) Shows limited understanding of topic -content words (½ m) -direction words(½ m) Topic rewritten but not in own words and is not relevant. (½m) No change of topic into question (0m)	(0.5-0m) Shows no understanding of topic -content words (½ m) -direction words(½ m) Topic copied and is not relevant.(0m) No topic written as question (0m)	
Section B: FIND AND GENERATE					
	(4 m)	(3 m)	(2 m)	(1 m)	

Referencing (4 marks)	Accurate referencing is provided for all 4 relevant sources using Harvard referencing style.	Accurate referencing is provided for 3 relevant sources using Harvard referencing style.	Referencing is provided for 1 or 2 relevant sources only and does not use Harvard referencing style.	Limited referencing provided irrelevant sources and does not use Harvard referencing style.	
Criteria	**Excellent**	**Meets expectation**	**Below expectation**	**Weak**	**Score**
Section C: ORGANISATION AND STYLE					
Note Taking (4 marks)	**(4 m)** There is a clear demonstration of note – taking skills being mastered. -clear analysis	**(3 m)** There are instances where notes could have been made -analysis a little clear	**(2 m)** An attempt is made at note-taking. Long sentences or phrases can still be seen. -analysis is not clear	**(1 m)** Notes are in complete sentences or long phrases. -no evidence of analysis	
Readings (4 marks)	4 readings used (2 from I&A and 2 own research) - relevant to essay topic	3 readings used - relevant to essay topic	2 readings used - some relevance to essay topic	1 readings used - little relevance to essay topic	
Tentative Essay Plan (4 marks)	**(4m)**	**(3 m)**	**(2 m)**	**(1 m)**	

a. Branching notes **(4 marks)**	There is a clear demonstration of brainstorming. -clear analysis Very good. All ideas relevant in logical /structured format	There is some evidence of brainstorming. -analysis a little clear Good with some ideas. Logical and in structured format	A limited attempt at brainstorming. -analysis is not clear Limited ideas, not logical or structured.	No brainstorming shown at all. -no evidence of analysis Very few ideas and no structure.	
Final Revised Plan **(5 marks)**	**(5-4.5 m)** Some new relevant ideas added and structure is excellent	**(4-3 m)** Two new ideas added and structure is organised.	**(2.5-2 m)** One new idea added and structure is not clear.	**(1.5-0 m)** No new ideas added and structure is disorganised.	

Criteria	Excellent	Meets expectation	Below expectation	Weak	Score
Section D: Communicate and Apply					
Language (5marks) • spelling • sentence • grammar • punctuation	**(5 - 4 m)** Excellent grammar skills. Evidence of high	**(3.5 - 2.5 m)** Minor grammatical errors.	**(2 - 1.5 m)** Numerous grammatical errors.	**(1 – 0 m)** Weak grammar.	

	competency level. No major errors.	Comprehension is still perfect. Lapses in some places but insignificant.	Interferes with comprehension	Comprehension is impeded.	
TOTAL					**/ 30**
					/ 15

Total mark: ____ / 30 **Value: _____ 15%** **Marker's Signature: _____**

Overall Comment:

_____

_____

_____

Language and Literature – Foundation Level

LLF14 Assessment rubric

Name: _____ Student ID: _____

Facet of research		**Below Satisfactory** (Not present, incomplete or inaccurate)	**Satisfactory** (Complete but not fully accurate, comprehensive or insightful)	**Very good** (Complete, accurate, and innovative**)**
Embark and clarify ***(2 m)***	INTRODUCTION • Specify legend chosen	Unclear statement of selected task. Explanation of choice is not mentioned. (0 - 0.5m)	Attempted statement of task but explanation is not convincing. (1 - 1.5m)	Clearly statement of selected task. Convincing explanation of choice. (2m)
Find and Generate ***(2 m)***	RESEARCH • Relevant story • Contextualised	Lack appropriate sources. (0 - 0.5m)	Evidence of a range of sources but not used constructively. (1 - 1.5m)	Evidence of assessing a wide range of sources and used constructively. (2m)
Evaluate and Reflect ***(8m)***	CONSTRUCTION • Application of parody writing conventions • Creative	Lack the required conventions. Lacks innovation. (1 – 3.5m)	Makes an effort to use the required conventions. Attempts to be creative. (4 - 6m)	Excellent demonstration of acquired parody writing skills. Innovative and original. (6.5 - 8m)
Organize and Manage ***(2m)***	STRUCTURE • Required items included in a logical order.	A significant number of required items are missing. (0 - 0.5m)	All required items are included in an attempted logical order. (1 - 1.5m)	All required items are included in a logical order. (2m)
Analyze and Synthesize ***(4m)***	PARODY PROCESS • Explanation of what elements were changed	Minimal ability to explain parody process. (0.5 - 1m)	Seeks to explain in some detail what were changed. (2 - 3m)	Effectively explains all changed elements in detail. (3.5 - 4m)
Communicate and	LANGUAGE & ETHICS	Too many grammatical errors	Lapse in grammar and	Excellent range of

Apply Ethically ***(2m)***	• Grammar • Sentence structure • Referencing	and ambiguous sentences. Evidence of plagiarism. (0 - 0.5m)	documenting of sources. (1 - 1.5m)	grammatical items used and accurate acknowledgement of all sources. (2m)

Overall Total: _____/20 Marker: _____

Language and Literature – Undergraduate Level

LL102 and LL202 Marking rubric for essay (2014) **Coordinator**: Matthew Hayward

		E <40%	**D** 40–49%	**C** 50–56%	**C+** 57–63%	**B** 64–70%	**B+** 71–77%	**A** 78–84%	**A+** 85–100%	**Mark**
a) Embark & Clarify	- Outlines scope and argument clearly in introduction, and sums up appropriately in the conclusion. - Accurately employs analytical terminology and uses language appropriate to academic discourse.	Poorly presented introduction and conclusion. Inapt use of analytical terms and academic language.		Introduction and conclusion sufficient. Terminology and language adequate, but may be partial.			Clear and competent introduction and conclusion. Proficient use of analytic vocabulary.			
b) Find & Generate	- Demonstrates that research has been conducted in the library and/or on online databases to identify and implement a suitable range of critical and theoretical resources. - Builds on and extends the lecture material, and avoids simply repeating it.	Insufficient research. Ignorance of the lectures, or merely repeats lecture material without further work.		Demonstrates research, although may at times be problematic (out-dated/irrelevant/ insufficiently utilised). Some dependence on lecture material.			Excellent research, accurately employing credible and well-chosen sources. Builds on lecture in innovative ways.			
c) Evaluate & Reflect	- Establishes a clear and well-researched conceptual/theoretical framework, identifying its advantages and limitations in the context of the assignment. - Evaluates the claims and assumptions of relevant secondary criticism. - Establishes the relevance of the work, positioning it within a broader academic context. - Avoids generalisations and poorly researched, anecdotal evidence.	Lack of clear framework. Insufficient evaluation of research. Relevance of work not clear. Dependence upon anecdote/hearsay.		Evidence of an established framework, but this requires greater elaboration or depth. Engagement with criticism may be superficial. Partially relevant work, not always clearly positioned in a broader context.			Employs a solid, convincing framework. Critical material is clearly evaluated. Relevance in a broader academic context clearly demonstrated.			
d) Organise & Manage	- Follows a logical pattern of thought and development, with each paragraph making a clear point and avoiding repetition. - Ensures that points made are supported by quotations or relevant textual information.	A disordered and/or repetitive argument, with insufficient textual support.		A structured argument, but may be disordered or repetitive at times. Argument has some support, but may need further or more detailed textual evidence.			A well-structured argument, with ordered paragraphs building in a logical progression, avoiding repetition and well-supported with textual evidence.			

e) Analyse & Synthesise	- Generates new and original perspectives by examining chosen texts in detail, paying close attention to the various dimensions of the texts (e.g. language, structure, narrative form, context, etc.). - Analyses the material in relation to relevant concepts/theories in a thoughtful, precise and inventive manner. - Ensures at all times that the piece specifically engages with the precise wording of the question, and contains no irrelevant or digressive material.	Repeats common or received ideas and/or aspects of the text. Offers no or limited analysis. Omits or misinterprets theories. Fails to address the question.	Offers some insights, but may be limited in attention to the various dimensions of the text. Incorporates theory only briefly or partially. Engages with question, but may at times drift or lack close analysis.	Presents original perspectives on texts and topics, with rich and sophisticated attention to textual dimensions. Analysis and use of theory is thoughtful and mature, and the question is answered directly and without digression.	
f) Communicate & Apply Ethically	- Presents a grammatically accurate, typographically clean, appropriately stylish academic work. - Adheres to the Chicago Style Guide, especially with citations and bibliography. - Where relevant, reflects upon ethical or cultural assumptions made in the course of the analysis. - Where relevant, makes appropriate and creative use of IT, multimedia or other materials.	Contains many grammatical errors, poor referencing, repeats unquestioned assumptions, and shows little creativity.	Sound grammar and writing style, but room for improvement. References adequately, but may be imperfectly presented. Partial reflection on cultural assumptions. Some creativity.	Stylish academic writing. Thoroughly accurate referencing. Thoughtful reflection upon assumptions. Strong creative aspect.	
General Feedback					**Final Mark**

Language and Literature – Undergraduate Level

LL211 Research Skill Development & Rubric for Linguistics (Essays) Coordinator: Fiona Willans Semester 1 2015

	Research Process	*Assessment*							
		E <40	D 40-49	C 50-56	C+ 57-63	B 64-70	B+ 71-77	A 78-84	A+ >84
Embark on and clarify the task	• Read the question carefully and closely, and understand what it is asking you to do. • Clarify your interpretations of keywords within the question. • Determine the specific aspects of the topic that your answer will address.	The task appears to have been misunderstood, or the response is extremely limited.		The task has been tackled appropriately and the response remains focused.			The response demonstrates a clear, focused grasp of what is required.		
Find & generate relevant material	• Decide which ideas, data, theories or secondary sources best inform your answer to the question. • Where appropriate, select linguistic data (from your own knowledge or from reliable sources). • Where appropriate, conduct research within the library and online databases, using a range of critical and theoretical resources.	Limited or unfocused research has been carried out, resulting in insufficient or irrelevant material.		There is evidence of research, but with some omissions or poorly-chosen material.			Relevant material has been selected from a range of credible sources.		
Evaluate & reflect on material	• Begin to draw connections between what you have learnt in lectures, what you have discovered during your research, and what you have experienced in your own life. • Consider each idea that you have found and generated, evaluating whether it is relevant for your purposes. • Consider each idea that you have found and generated, evaluating how you will use it for your purposes.	Limited or unsuccessful attempts to evaluate what material has been selected. Many irrelevant ideas.		Evidence of evaluation, but possibly at a superficial level or of an inconsistent nature.			Material is well evaluated and the relevance of ideas is made clear.		
Analyse & synthesise the ideas that have emerged	• Analyse the material that you intend to use in order to establish a clear and insightful position on the topic. • Synthesise the different elements of your material to create a coherent response to (all parts of) the question.	Unclear connection between ideas. No position on the topic is established.		Some analysis and synthesis is evident. A position on all or part of the topic is established, although it may not be sustained.			Ideas are well-analysed and synthesised, resulting in a clear and sustained response to the question.		
Organise & manage these ideas into a coherent text	• Organise your answer into a logical pattern of development, with each paragraph making a clear point and avoiding repetition. • Make sure that all points made are supported by relevant data, references to	Information is poorly organised and there is no clear progression of ideas.		An overall structure is apparent, and ideas are ordered in a logical manner.			The text is well-structured and carefully crafted, resulting in a		

	sources, or appropriate examples from experience. • Ensure that you have outlined the scope of your essay and the details of your argument clearly in your introduction, and summed up appropriately in the conclusion. • Do a final check to confirm that at all times your answer remains focused on the precise wording of the question.			coherent and persuasive argument.
Communicate these ideas effectively, according to conventions of the discipline	• Communicate your response using language and tone appropriate to academic discourse. • Use appropriate metalinguistic terminology to explain your ideas. • Employ accurate spelling, vocabulary and sentence structure to express your ideas. • Present a typographically clean academic text that adheres to all format guidelines (including word length). • Check that any ideas not originally your own (including linguistic data), are attributed to their original author, using a correct and consistent style of referencing.	Ideas are poorly expressed, exhibiting weak control of language, lack of command of metalinguistic terminology, and/or poor referencing.	Ideas are generally easy to follow and minimum expectations are followed. Areas of weakness persist in use of language, metalanguage and /or referencing.	Clear, unambiguous English, enabling ideas to be communicated effectively, with good command of metalanguage and referencing.
General Feedback, Mark and Grade				

Language and Literature – Undergraduate Level

LL305 Others 1 Assessment Rubric – Used only for class exercise – NOT for marking **Coordinator: Maebh Long**

Student Name:

		Benchmark 0-56	Milestone 57-77	Academic Excellence 78-100	Mark
a) Embark & Clarify **(2 marks)**	- Outlines scope and argument clearly in introduction, and sums up appropriately in the conclusion. - Accurately employs analytical terms and uses language appropriate to academic discourse.	Poorly presented introduction and conclusion, expressed without analytic terms or language.	Introduction and conclusion sufficient but terminology/detail could be improved.	Clear and competent introduction and conclusion. Accurate use of analytic vocabulary.	
b) Find & Generate **(2 marks)**	- Demonstrates that research has been conducted in the library and/or on online databases to identify and implement a suitable range of critical and theoretical resources. - Builds on and extends the lecture material, and avoids simply repeating it.	Insufficient research. Ignorance of the lectures or a tendency to repeat lecture material without further work.	Presenting problematic research (out-dated/tangential/ insufficiently utilised). Slight dependence on lecture material.	Excellent research employing well-chosen sources. Builds on lecture in innovative ways.	
c) Evaluate & Reflect **(3 marks)**	- Establishes a clear and well-researched conceptual/theoretical framework, identifying its advantages and limitations in the context of the assignment. - Evaluates the claims and assumptions of relevant secondary criticism. - Positions the content of the work without making generalisations or depending on poorly researched, anecdotal evidence	Lacking framework, insufficient evaluation of research, marked problems in positioning the work and a dependence on anecdote/hearsay.	A framework that requires greater elaboration or depth, a tendency to mention rather than engage with criticism, and a positioning that would benefit from further exposition.	Solid, convincing framework, critical material which is clearly evaluated, and a positioning which is academically supported.	
d) Organise & Manage	- Follows a logical pattern of thought and development, with each paragraph making a clear point and avoiding repetition. - Ensures that points made are supported by	Submitted work feels disordered and/or repetitive, with insufficient textual	Sense of haste or lack of planning in work, slight disorder or repetition, lack of flow,	Work comprises ordered paragraph moving in logical progression, avoiding	

(3 marks)	quotations or relevant textual information.	proof.	argument needing further textual detail.	repetition and supported with textual proof.	
e) Analyse & Synthesise **(8 marks)**	- Generates new and original perspectives by examining chosen texts in detail, paying close attention to the texts' language, structure, narrative form, context, etc. - Analyses the material in relation to relevant concepts/theories in a thoughtful, precise and inventive manner. - Ensures at all times that the piece specifically engages with the precise wording of the question, and contains no material that is extraneous or digressive.	Work repeats common ideas and/or aspects of the text, offering limited analysis, omitting or misinterpreting theories, and/or drifting from the question.	Work offers some insights and performs some readings of structures but needs further detail. Theory incorporated briefly. Question engaged with, however slight drift or lack of close analysis.	Work presents original perspective on text/ topic and investigates structures etc fully. Analysis and use of theory is thoughtful and mature, and the question is answered directly and without digression.	
f) Communi-cate & Apply Ethically **(2 marks)**	- Presents a grammatically accurate, typographically clean, appropriately stylish academic work. - Adheres to the Chicago Style Guide, especially with citations and bibliography. - Where relevant, is reflective regarding ethical or cultural assumptions made in the course of the analysis. - Where relevant, makes appropriate and creative use of IT, multimedia or other materials.	Many grammatical errors, poor referencing, unquestioned assumptions, little creativity.	Grammar and writing style show room for improvement, some referencing but with flaws, greater reflection on cultural position required, medium creativity.	Stylish academic writing, high level of competence in referencing, thoughtful reflection of assumptions and strong creative aspect.	
General Feedback					**Final Mark:**

Law – Undergraduate Level

LW 202 Contract II – Marking Criteria for Contract Law Assessment 1 **Coordinator:** Anthony Austin

RSD **Facets**	**Elements**	**Distinction (A, A+) 78 - 100%**	**Credit (B, B+) 64 - 77%**	**Pass (C, C+) 50 - 63%**	**Fail (below standard) 40 - 49%**	**Fail (weak performance) Less than 40%**
Embark and Clarify	**Introduction**	Establishes context to subject and presents legal issues. Line of argument is clear and effective.	Establishes context to subject and presents legal issues. Line of argument is clear.	Establishes context to subject and presents legal issues. Line of argument taken but vague.	Attempt to link context to subject and present legal issues, but link is weak. No clear line of argument.	Introduction incomplete, flawed or missing.
Find and Generate	**Relevance and credibility of information sources**	Wide range of appropriate and relevant primary/ secondary references fully integrated into text with sound mix of direct/indirect quotations. Quotations support arguments.	A range of appropriate and relevant primary/ secondary references generally integrated into text with mix of direct/indirect quotations. Most quotations support arguments.	Attempt made to apply research to essay, some integration of primary/ secondary references to text. Balance of direct/indirect quotations is uneven. Quotations occasionally replace student input.	Application or research to essay uncertain. Heavy reliance on very few primary/secondary references. Balance of direct/indirect quotations is questionable. Quotations often replace student input.	No evidence of research.
	Referencing	Citations totally accurate and referenced according to *SOL Referencing Guide* and *AGLC.* Bibliography complete and accurate.	Most citations are correct and referenced according to *SOL Referencing Guide* and *AGLC.* Bibliography good but has minor errors.	Citations show several errors and difficulty with *SOL Referencing Guide* and *AGLC.* Bibliography is satisfactory but has some errors.	Citations show many errors and inability to use *SOL Referencing Guide* and *AGLC.* Bibliography has many errors.	Lack of appropriate citation and bibliography.
Evaluate and Reflect	**Quality of analysis**	Presents strong, focused argument, well supported by impressive legal analysis and evidence. Points made are clear and convincing.	Presents argument with relevant legal analysis and supporting evidence. Points made are clear.	Presents argument with some legal analysis but also some description/ summary. Points made can be followed but require some effort.	Argument is not clear with more summary than evidence of legal analysis. Point of essay is lost in some places.	No argument or evidence provided. Point of essay is unclear.
	Conclusion	Thoughtful final perspective and persuasive conclusion.	Has clear conclusion which brings together main points and answers question.	Has a conclusion which simply repeats main points.	Has a conclusion with little detail or unclear.	No apparent conclusion.
	Plan	Clear identification and	Clearly showing relevant	Some distinction of ideas	Ideas do not reflect the	No apparent plan.

Organise and Manage		separation of relevant ideas with details.	ideas with details.	but not consistent.	legal issues. Major elements missing.	
	Paragraphs	Has well-structured paragraphs, that have one main idea and strong supporting primary/ secondary resources. Has very good links between paragraphs that result in an essay that flows well.	Has well-structured paragraphs that have one main idea and supporting primary/secondary resources. Links between paragraphs are there but could be stronger.	Has separate paragraphs that have one main idea and some supporting primary/secondary resources but not consistent. Some links between paragraphs.	Has poor paragraph development – main ideas left undeveloped or more than one main idea in a paragraph. Links between paragraphs are absent or not clearly stated. Little use of primary/secondary resources.	Has little sense of paragraphing – paragraphs are too long or too short. Main ideas and supporting primary/secondary resources are poor and confusing.
Analyse and Synthesise	**Development of analysis**	Answers question set fully and thoughtfully linking answers to broader discussions in the discipline and/or developing new perspectives on the question.	Answers question set clearly and in sufficient detail.	Answers the question set mostly – some irrelevance.	Addresses the question but in a roundabout way, irrelevant discussion on question set.	Fails to answer question set.
Communicate and Apply	**Language and grammar**	Mostly free of errors in punctuation, word choice, spelling and format. Grammar wholly accurate.	Some errors in punctuation, word choice, spelling and format. Grammar mostly accurate.	Careless errors in punctuation, word choice, spelling and format. Minor grammatical errors but somewhat accurate.	Errors impede comprehensibility.	Errors seriously compromise comprehensibility.

Prepared by Natasha Khan, Jessie Chella, Anuleshni Neelta, Anthony Austin, and Heena Lal.

Psychology – Undergraduate Level

Psychology Literature Review Marking Rubric for PS103 and PS203– RSD Framework

Section, Facet of Research & Weighting	Advanced ≥78%	Effective 64-77%	Less Effective 50-63%	Unsatisfactory <50%	No Evidence (0)
Title Page [*Communicate & Apply* Ethically] ***2.5%***	Has a running header (RH). All relevant parts (student name & ID, Course Code, Course Coordinators name, Assignment number, Number of words) of the title page are included. Title includes variables & some articulation of relationships.	All relevant parts of the title page are included. Title/RH is appropriate but may not be very concise.	Title/RH does not effectively convey all the variables in the study OR does not include a RH. Two other important elements are missing.	Title/RH is not appropriate OR not included. Three other important elements are missing.	
Abstract [*Organise & Manage* all elements in a succinct format.] ***10%***	Abstract includes a succinct summary of research question (RQ), variables, major results, & implications/limitations of those results. Is within the word limit.	Abstract is missing essential information from one paper section and/or lacks clarity due to poor sentence structure. Is within the word limit.	Abstract is missing essential information from two paper sections. Some information may be incorrect or unclear. Is 10% above the word limit.	Abstract does not accurately summarise the content. Three or more important elements are missing. Is significantly above or less than word limit (10% difference).	
Introduction [*Embark & Clarify* - Significance of topic, definitions & RQ/Aim] ***20%***	Starts on a new page with a centred heading. Repeats the title of the paper. Begins in a broad manner. Outlines the significance of the topic, main arguments & defines key terms. RQ /aims are clearly articulated, interrelated & follow a logical sequence.	Title is not centred or does not begin on a new page. Repeats the title of the paper. Starts somewhat broadly & provides some significance of topic. An explanation of the key terms is provided & RQ are articulated, but it could be	Incorrect title. Does not adequately outline the significance. Two important elements are vague or missing.	Incorrect or missing title.. Does not adequately outline the significance. Three or more important elements are vague or missing.	

		clearer.			
Body [*Find & Generate* relevant & credible literature] **5%**	Conducts thorough search process identifying credible & relevant literature.	Literatures identified address all RQ & variables but some literature are not credible.	Literature identified do not address all RQ & variables & some literature is not credible.	Most Literature identified are not relevant or lack credibility.	
Body [*Analyse & Synthesise* argument/ issues logically and clearly.] ***20%***	Articulates the main arguments/issues clearly & interprets the results of all sources to develop a logical analysis of the argument/issue.	Studies are generally described in enough detail so that their relation to RQ & variables can be understood. Analysis is logical but some sections are unclear due to unnecessary quotations or poor paraphrases and sentence structure.	Literature may not reviewed in enough detail to provide a logical analysis. Some of the analysis seems to be inaccurate or not well-linked to the topic and are unclear due to poor sentence structure.	Too few citations are included for the reader to be confident that that literature has been adequately reviewed & there is over-reliance on direct quotations. Much of the analysis of literature is inaccurate or unclear due to poor sentence structure.	
Body [*Evaluate & Reflect* on strengths & limitations of the literature used.] ***10%***	Shows understanding of the strengths & limitations of the literature used & limitations identified are logical.	Shows some understanding of the strengths & limitations of the literature used, however 1 statement is incorrect or illogical.	Shows some understanding of the strengths & limitations of the literature used however, 2+ statements are inaccurate.	Shows vague or no understanding of strengths & limitations.	
Conclusion [*Analyse & Synthesise* all findings succinctly]. ***10%***	Conclusion succinctly describes findings of all sources cited & addresses the RQ/aim.	Conclusion generated takes into account all sources cited however does not adequately address the RQ/aim.	Conclusion generated does not take into account all sources cited or may lack clarity & does not adequately address the RQ/aim.	Summary of main findings are poorly written & show little relevance to RQ/aim.	

Conclusion [*Evaluate & Reflect* implications on future research.] ***10%***	Implications of main findings on future research are clearly & adequately identified & are logical.	Implications of main findings on future research are identified & are logical but could be clearer.	Implications of main findings on future research are not clearly & adequately identified and some (1-2) are not logical.	Most (2+) of the implications identified are inaccurate or illogical.	
Citation & Reference [*Communicate & Apply ethically*.] ***10%***	Begins on a new page with centred heading. All sources used are cited & referenced according APA conventions & included in the reference section in an alphabetical order. Has a 1inch hanging indent.	Begins on a new page with centred heading. Citation for the article did follow APA style; however; a few (2) errors are evident in the reference list or citation.	Correct heading. A few errors (3-4) in citation or reference list &1-2 literature have not been included in the reference list.	Incorrect heading. Few (4+) errors in citation & reference list. 2+ literature have not been included in the reference list	
APA Style [*Communicate & Apply ethically*.] ***2.5%***	Assignment is typed using Times New Roman (Font size 12) & has 1.5 line spacing. Page numbers are included & doesn't have page borders.	Follows APA style, however, 1 error is evident in format.	Follows APA style however, 2 errors are evident in format.	Follows APA style however, 3 errors are evident in format.	

 Adapted from Gottfried, Vosmik & Johnson (2008). *A Rubric for Evaluating a Psychology Research Report*. Office of Teaching Resources in Psychology (OTRP), http://devscilabs.com/portal/files/Rubric%20article%20draft_July%2015.pdf **Reference:** Willison, J. and O'Regan, K., 2006 and 2013. *The Research Skills Development Framework*.

Economics - Undergraduate Level

Course: EC203 Economic Statistics **Coordinator:** Markand Bhatt

Title of Assessment: Assignment. This assignment involves identifying appropriate task to be done and doing statistical analysis using Excel for a given dataset and interpreting the results and based on analysis making useful decisions.

Marking rubric for major assignment – based on RSD Framework.					
Facet of Research	**Element of Marking**	**No Evidence**	**Below Benchmark Not present, incomplete or inaccurate**	**Benchmark Complete but not fully accurate, comprehensive or insightful**	**Above Benchmark Complete, accurate, comprehensive, *and* insightful/ innovative**
Embark and Clarify	-identifying the appropriate task to be done. -formulating problem/task in statistical terms.	☐	☐ Incorrectly or inappropriately defined or identified tasks or method or parameters.	☐ Correctly identified but incomplete or minor errors.	☐ Correctly identified tasks or method or parameters. ☐ Appropriately defined and denoted with statistical symbols.
Find and Generate	calculating statistics both manually and using excel	☐	☐ Partially correct. ☐ No working shown.	☐ Following correct procedure but calculation or method incorrect.	☐ Calculation correct. ☐ Full step by step working shown.
Evaluate and Reflect	-evaluate calculated statistics	☐	☐ Only answer but no proper justification provided for evaluating calculated statistics.	☐ Incorrect/incomplete answer but correct justification.	☐ Most appropriate statistics is chosen for given task with proper justification.
Organize and Manage	-produce graphs, summary tables, charts.	☐	☐ Drawn graph is inappropriate. ☐ Axis title, label etc. missing.	☐ Drawn graph type is appropriate but drawn incorrectly. ☐ Drawn graph type is inappropriate but drawn correctly.	☐ Drawn graph type is appropriate. ☐ correctly drawn with correct axis title, labels and ☐ Appropriate for presentations.
Analyze and	-analyse calculated	☐	☐ Incorrect analysis but	☐ Interpretation is not specific	☐ Well comparative analysis

Synthesize	statistics. -interpret.		correct interpretation. ☐ correct analysis but incorrect interpretation. ☐ key statistical terms are missing.	to task. ☐ Interpretation is correct in statistical terms but not fully user friendly. ☐ Some statistical terms are missing.	with justifications and use of key statistical terms. ☐ Interpretations are expressed in own words with real world examples.
Communicate and Apply Ethically	-discuss implications of analysis -state recommendations from analysis.	☐	☐ Implications or recommendations only stated justification or further elaboration missing.	☐ Generalised answer , ☐ linkage to analysis missing	☐ Implications and recommendations are based on statistical analysis. ☐ Use of own words and examples. ☐ References to textbook or other sources.

 References: Willison, J. and O'Regan, K., 2006 and 2013. *The Research Skills Development Framework*.

Development and Governance – Undergraduate Level

DG200 'Human Rights at Local, National, Regional and International Levels' – Marking Rubric for Essays (Year 2014)

MARKING RUBRIC 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%**
Embark and clarify	**Introduction**	Establishes the context to the subject and presents the issue and thesis statement and line of argument taken clearly and effectively.	Establishes the context to the subject and presents the issue and thesis statement and line of argument taken clearly.	Establishes the context to the subject and presents the issue and thesis statement and line of argument taken but some parts are vague.	Attempts to link the context to the subject and presents the issue and thesis statement but weakly linked and has no line of argument.	Introduction incomplete, flawed or missing.
Find and generate	**Research**	Wide range of appropriate and relevant references, fully integrated into the text with a sound mix of direct and indirect quotations. Quotations support arguments. Citations are totally accurate. Bibliography complete and accurate.	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 correct. Bibliography good but has minor errors.	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. Bibliography is satisfactory.	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 has many errors.	No evidence of research.
	Quality of analysis	Presents a strong, focused argument, well supported by impressive	Presents an argument with relevant analysis and supporting	Presents an argument with some analysis but also some	The argument is not clear with more summary and "telling	No argument or evidence provided. There

Evaluate and Reflect		analysis and evidence. The points being made are clear and convincing for the reader throughout the essay.	evidence. The points being made are clear to the reader.	description/summary. The points being made can be followed with some effort.	the story" than analysis. The point of the essay becomes lost in places.	doesn't seem to be any real point in the assignment.
	Conclusion	Thoughtful final perspective and has a powerfully convincing conclusion.	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	**Plan**	Clear identification and separation of relevant ideas with details.	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	**Logical organization**	Effective sequential pattern that enhances the effect of the analysis.	Appropriate sequential pattern that enhances the effect of the analysis.	Relevant pattern that supports the analysis.	Attempt made to create a reasonable pattern but the effect is not sustained.	Poor organization of ideas that weaken the analysis.
	Development of analysis	Answers the question set fully and thoughtfully linking their answer to broader discussions in the discipline and/or developing new perspectives on the question.	Answers the question set clearly and in sufficient detail.	Answers the question set mostly – some irrelevance.	Addresses the question but in a roundabout way and/or goes off on a tangent.	Fails to answer the question set.
	Grammar	Grammar wholly	Grammar mostly	Minor grammatical errors	Errors impede	Errors seriously

Communicate and apply		accurate.	accurate.	but somewhat accurate.	comprehensibility.	compromise comprehensibility
	Accurate writing conventions	Uses language in an accurate way and punctuates correctly. Impressive use of academic style and vocabulary. Neutral tone sustained.	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.

Development and Governance – Postgraduate Level

DG400 Advanced Research Methodology - Written Research Project

Evaluation based on RSD Marking Rubric

Learning objectives: to design and conduct *independent*, *field-based* research

- develop a research question/s
- identify research methods best suited for investigating different research questions
- collect the information
- analyse the information
- report (in written form) on the results and findings

Coursework Weighting: 30%

Page Limit: up to 6,000 words (no less than 5,000)

Date Due: Week 12

Submission Guidelines: Submit your assignment to the Drop box 4 on Moodle.

Students are expected to conduct field-based research to investigate the research question/problem stated in their proposal. Empirical research is part of this project in which students must undertake fieldwork by using quantitative and/or qualitative methods for primary data collection (i.e. structured questionnaires, interviews, focus groups, archival research, etc.). Students' final submission should demonstrate evidence of field observation and primary data collection as well as analysis and interpretation of the information gathered for the project. Fieldwork material should be integrated with the scholarly literature and appropriate theoretical concepts with the aim to provide a relevant and concise research paper.

The final paper must include:

I. **Introduction** - describes the general topic, the purpose and rationale of the research. Here the ***research question*** must be clearly and concisely stated.

In this section the student **should:**
- show her/his ability to embark upon an inquiry by deciding upon a relevant research question/s.

- clarify why it is relevant to investigate this specific research question (rationale for the research).

-briefly illustrate what to expect in the body of the paper and how this relates to your essay question.

-briefly mention research methodology and method/s to be used and rationale for their use

This section is assessed under the RSD Criteria for Evaluation 1

II. **Literature Review section -** shows student's ability to situate her/his own research within the scholarly literature on the topic.

In this section the student **should:**
- show not only that he/she has engaged in extensive reading but also that she/he has understood and is able to analyse those readings

- ask questions to the readings: "How is my research fitting into the existing knowledge on the topic?" "What is the contribution that my research can bring to the existing research on the topic?"

- include definition/s of key terms/concepts (if needed) and clearly illustrate the theoretical framework for the research

This section is assessed under the RSD Criteria for Evaluation 2 and 3

III. **Methods section**

In this section the student **should:**
- illustrates the methodological approach for the research

- describe and discuss sampling method/s and how primary data was collected

- discuss the rationale for the method/s used

- discuss method/s for data analysis

This section is assessed under the RSD Criteria for Evaluation 4

IV. **Findings and discussion section -** illustrates and discusses findings of the research based on the primary data collected.

In this section the student **should:**
- present primary findings in an analytical form rather than just as raw data
- link her/his analysis back to the literature as well as to the theory and general argument.

This section is assessed under the RSD Criteria for Evaluation 5 and 6

V. **Conclusion -** summarizes the key message/s of the research and may suggest further research questions or potential recommendations.

In this section the student **should:**

- return to the question stated in the introduction to bring the argument full circle. How does the paper answers the question/s asked in the introduction?
- clarify how do the findings match or contradict the rest of the literature in the field?
- highlight the contribution/s that her/his research brings to existing knowledge

This section is assessed under the RSD Criteria for Evaluation 5 and 7

VI. **A list of references,** which lists all of the references used - **This section is assessed under the RSD Criteria for Evaluation 7**

Marking Rubric based on the RSD framework

Criteria for evaluation	D (40-49%)	C/C+(50-63%)	B/B+(64-77%)	A/A+(78-100%)
1.Embark & clarify **Introduction and research question** This first criterion evaluates student's ability to embark upon an inquiry by deciding upon a relevant research question/s. **(6%)**	Inadequate introduction of the topic; inappropriate research question/s. Rationale for the research is missing. Research methodology and method/s are not introduced	Adequate introduction of topic yet the research question/s lack of focus. Rationale for the research is missing or very poorly addressed. Research methodology and method/s are not clearly introduced.	Good introduction of the topic and main ideas; clear research question/s but not a clear explanation of the rationale. Research methodology and method/s are well introduced here.	Clear, focused, engaging and creative introduction of the topic and research question/s with a clear and sharp rationale for research. Clear and concise introduction of the methodology and methods for research and of their rationale.
2.Find and generate information (secondary sources) **Building the Literature review** This second criterion evaluates student's ability to select secondary data relevant for your topic **(12%)**	References used to frame the discussion and approach are inappropriate. Uses mainly non-peer-reviewed information	An adequate number of academic references are used to frame the discussion and inform approach but not accurate relevance	Various appropriate references are used to inform the approach to the proposed research; local examples are used but there is lack of lacks wider/global literature to frame the case. Student shows some ability to locate key references.	Several relevant references from a wide range of sources are used to inform approach to proposed project; global/regional/local examples cited to substantiate the argument/s when needed.
3.Evaluate & reflect on your **Literature Review** This third criterion evaluates student's ability to evaluate appropriate resources and to situate the research within the identified scholarly literature on the topic	Background literature is minimally surveyed	Background literature is superficially surveyed and consists mainly of an annotated bibliography; poor critical engagement with the readings	Background literature is been suitably examined; some critical engagement with the readings; attempts to situate own research within the identified scholarly literature.	Background literature is broadly examined: engages critically with sources; identifies gaps in the literature and situates well own research within scholarly literature

(14%)				
4.Find and generate data **– fieldwork** This fourth criterion evaluates student's capacity to identify and apply an appropriate method of data collection; to select an appropriate sample of respondents. **(26%)**	Lack of understanding of research methods; selected methods have severely limited the project feasibility & final delivery of outcomes.	Selected methods and approach to sampling and data collection have allowed for the collection of scarce information.	Selected methods and approach to sampling and data collection have allowed for the collection of sufficient information.	Selected methods and approach were innovative/creative and highly effective in the collection of rich data and delivery of outcomes
5. Analyse & Synthesise This criterion evaluates student's capacity to illustrate and discuss research findings in an analytical/critical manner **(30%)**	Poor analysis with no critical reflection on the topic; lack of synthesis	Broadly answers the research question/s but mainly reproduces existing knowledge from literature with minimal integration & interpretation. Limited use and integration of knowledge from the course to engage constructively in the analysis	Synthesizes and analyses primary data and answers the research question/s adequately but there is need for further work on: - the link with the broader discourse developed in the literature - on the interpretation of the information - on the constructive integration of knowledge from the course	Answers the research question/s fully and thoroughly. Synthesizes and links findings to the existing literature; engages with the knowledge from the course and constructively integrates it in the analysis; fills identified gaps and develops new perspectives
6. Organise and manage This criterion evaluates student's capacity to organise the information and to manage the writing process within the guidelines provided It evaluates the:	-no evidence of primary data collection and organization in view of the analysis - the layout has minimal degree of compliance with required rules & structure	-some evidence of data coding but only at a descriptive stage - The layout has moderate degree of compliance with required rules and structure but lacks of clear and	-evidence of good organization of the collected data and coding/analysis -the layout complies with most of the required rules and structure but the flow of the discourse appears fragmented at times	-abundant evidence of organization and analytical coding of the primary data -the layout is fully compliant with the required rules and structure; -links between sections are fully developed; there is an

-Organisation and coding of the primary data -Layout of the paper **(6%)**	Little logical structure & organization of ideas: lack of organisation into clearly defined paragraphs; no clear links between sections -Does not adheres to essay word length and deadline -Hard-copy includes insufficient evidence of fieldwork Title: not reflecting the content of the paper	logical of links between sections Does not adheres to essay word length Hard-copy includes adequate evidence of fieldwork Title: Generic and misleading	Adheres to essay word length and submits essay on time Hard-copy includes evidence of fieldwork Title: Reflects the content	excellent flow of the discourse Adheres to essay word length and submits essay on time Hard-copy includes plentiful evidence of fieldwork Title: Reflects the content; appealing/creative
7. Communication & presentation of results This criterion evaluates the student's capacity to present final research results in a clear and concise style **(6%)**	Lack of clarity, poor written expression; Prolixity; Grammatical Errors Referencing: Little to no adherence to scholarly conventions of referencing.	Adequate written expression but not always keeps to the point Referencing: Adequate adherence to scholarly conventions of referencing.	Developed skills in written expression. Clarity & succinctness Referencing: Adherence to scholarly conventions of referencing.	Highly developed skills in written expression; very clear articulation of ideas & succinctness Referencing: Consistent adherence to scholarly conventions of referencing.

Management – Undergraduate Level

MG101 Marking Rubric for Research Report

Coordinator: Maureen Karan

MG 101F2F–Group Project Marking Criteria - Total Mark: 100/100 (to be converted to 15%)							
Facets	**Elements**	**Distinction 78 – 100%**	**Credit 64 – 77%**	**Pass 50 – 63%**	**Fail (below standard) 40 – 49%**	**Fail (Very weak performance) Less than 40%**	**Marks Allocated**
Embark and clarify	**Introduction (10 Marks)**	Establishes the context to the subject and presents the issue statement. Line of argument taken clearly and effectively.	Establishes the context to the subject and presents the issue statement and line of argument taken clearly.	Establishes the context to the subject and presents the issue statement and line of argument taken but some parts are vague.	Attempts to link the context to the subject and presents the issue statement but weakly linked and has no line of argument.	Introduction incomplete, flawed or missing.	
Find and generate	**Research (Literature Review)** **(15 Marks)**	Wide range of appropriate and relevant references, fully integrated into the text with a sound mix of direct and indirect quotations. Quotations support arguments. Citations are totally accurate. Bibliography complete and accurate.	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 correct. Bibliography good but has minor errors.	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. Bibliography is satisfactory.	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 has many errors.	No evidence of research. No proper research method used	
	Research Methodology (5 Marks)	Research methods fully and thoroughly discussed	Research method is well discussed	Research method is briefly discussed	Research method is poorly discussed		
Evaluate and Reflect	**Quality of analysis (40 Marks)**	Presents a strong, focused argument, well supported by impressive analysis and evidence. The points being	Presents an argument with relevant analysis and supporting evidence. The points being made are	Presents an argument with some analysis but also some description/summary. The points being made can be followed with	The argument is not clear with more summary and "telling the story" than analysis. The point of the write up becomes lost in places.	No argument or evidence provided. There doesn't seem to	

		made are clear and convincing for the reader throughout the project.	clear to the reader.	some effort.		be any real point in the project.	
Conclusion	Thoughtful final perspective and has a powerfully convincing conclusion. **(20 Marks)**	Has a clear conclusion which brings together the main points and answers the question			Has a conclusion with little detail/unclear.	No conclusion.	
Organize and manage	**Plan and References (10 Marks)**	Clear identification and separation of 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.	

Chemistry – Undergraduate Level

Rubrics for the Assessment Laboratory Experiment and Report (CH203 Physical Chemistry)

Coordinator: Dr David Rohindra

RSD Facets	Marking Element	Marginal (1)	Acceptable (2)	Exceptional (3)
Facet A Embark and Clarify	**Aim, Hypothesis**	No clear aim.	Aim is somewhat clear and moderately aligned to the experiment.	Aim is clear and is well aligned to the experiment.
	Carrying out experiments in the class	Not sure of what to do and why experiment is done (Unconfident.)	Confident in doing the experiment but does not have an idea of an expected outcome(s)	Confident in doing the experiment and articulates a realistic expected outcome of the experiment.
Facet B Find & Generate	**Procedure /methods**	In the report experimental procedure is incomplete. Writes "As in lab handout".	In the report, experimental section contains the procedure which is presented in a mixture of present and past tense. Difficult to follow.	In the report, experimental section contains the procedure presented in past tense. Easy to follow and understand.
	Carrying out experiments in the class	Incompetent with the use of scientific instruments, techniques and skills to carry out experiment.	Partially competent with the use of laboratory instruments, techniques and skills to carry out experiment.	Proficient in the use of scientific instruments, techniques and skills in carrying out experiments.
Facet C Evaluate and Reflect	**Use of credible references or sources**.	No sources or references used to verify the recorded and calculated data.	Non-credible references used to verify recorded and calculated data.	Credible references used to verify the recorded and calculated data.
	Calculation of errors	No error calculation.	Errors are calculated for some data.	Provides realistic range of potential errors in data.
Facet D; Organise and Manage	**Experimental results presentation**	Log book not used. Experimental results incomplete, improper use of units. No tables.	No proper log book used. Experimental results correct, not tabulated no proper use units	Proper log book for recording experimental results and doing calculations. Data tabulated with proper use of units.
	Format of report	Is not following the general outline of Title, Introduction (including aim), Experimental, Results, Discussion, Conclusion and References. Work is hard to follow as there is very little continuity.	Follows the general outline of Title, Introduction (including aim), Experimental, Results, Discussion, Conclusion and References. Information in the result section is presented in a logical manner, which is easily followed.	Follows the general outline of Title, Introduction (including aim), Experimental, Results, Discussion, Conclusion and References.. Information is presented in a logical way, which is easy to follow.

Facet E; Analyse and Synthesise	**Calculations (problem solving)**	Only the answer is written without the formula. No further explanation is given.	Formula is written and calculation is shown without explanation as to why the particular formula was used.	Chooses the correct formula. Explains each term in the formula and is defined with units. Explains which term(s) is achievable through experiments. Obtains the answer using the formula
	Content & Knowledge	Unsure of content. Only basic concepts are demonstrated and interpreted.	At ease with content and able to elaborate and explain to some degree its applications to the society	Demonstrate full knowledge of the subject with explanations and elaborations and its applications to the society.
	Conclusion	Conclusion is not linked well to aim.	Conclusion is moderately linked to the aim.	Conclusion is well linked to the aim.
Facet F; Communicate and Apply Ethically	**Use of ICT (where applicable to write laboratory reports)**	Report handwritten. Graphs are drawn using graph paper. Unformatted text. Improper use of English language.	Report is written in a mixture of handwritten and use of ICT tools. Graphs are drawn using computer software however labelling and formulas are handwritten. The text is not formatted. Some grammatical errors. References used but not valid.	ICT tools used to write the report. Graphs are drawn using computer software and labelled correctly. Text formatted, chemical formulas are correctly typed. Proper use of English language. Valid references used for citation.
	Mark allocation	**5-6.5**	**6.6-7.9**	**8-10**

Statistics – Undergraduate Level

ST131 – Introduction to Statistics **Coordinator: Dr MGM Khan**

RSD Marking Rubrics for Assignment 1

[This assignment involves identifying appropriate task for statistical analysis using appropriate statistical techniques and Excel or other software. A set of research questions and a dataset are given. Students need to interpret the results and make useful decisions based on the analysis]

Facet of Research	**Element of**	**No Evidence**	**Below Benchmark Not present, incomplete or inaccurate**	**Benchmark Complete but not fully accurate, comprehensive or insightful**	**Above Benchmark Complete, accurate, comprehensive, *and* insightful/ innovative**
Embark and clarify	-identifying the appropriate task to be done. -formulating problem/task in statistical terms.	□	□ Incorrectly or inappropriately identified variables, tasks or method.	□ Correctly identified but incomplete or minor errors.	□ Correctly identified all variables, tasks or method.
Find and Generate	calculating statistics manually or using Excel/software	□	□ Partially correct. □ No working shown.	□ Following correct procedure but calculation or method incorrect.	□ Following correct procedure □ All calculation correct.
Evaluate and Reflect	-evaluate calculated statistics	□	□ Only answer but no proper justification provided for evaluating calculated statistics.	□ Incorrect/incomplete answer but correct justification.	□ Most appropriate statistics is chosen for given task with proper justification.
Organize and Manage	-produce appropriate summary tables, cross-tables, charts.	□	□ Produced appropriate tables □ Drawn graph is inappropriate. □ Axis title, label etc. missing or incorrect	□ Produced appropriate tables □ Drawn graph type is appropriate but drawn incorrectly. OR □ Drawn graph type is inappropriate but drawn correctly with correct axis title, labels, etc.	□ Produced appropriate tables □ Drawn graph type is appropriate. □ correctly drawn with correct axis title, labels etc.

Analyze and Synthesize	-analyse calculated statistics. -interpret.	□	□ Incorrect analysis but correct interpretation. OR □ Correct analysis but incorrect interpretation. □ Also key statistical terms are missing.	□ Analysis is correct but the interpretation is not specific to task. □ Interpretation is correct in statistical terms but not fully user friendly. □ Some statistical terms are missing.	□ Well comparative analysis with justifications and use of key statistical terms. □ Interpretations are expressed correctly.
Communicate and Apply Ethically	-discuss implications of analysis -state recommendations from analysis - provide references	□	□ Implications or recommendations only stated correctly □ Justification or further elaboration missing. □ References or other sources are not provided	□ Implications and recommendations only stated correctly □ Justification or further elaboration missing. □ References or other sources are not provided	□ Implications and recommendations are based on statistical analysis. □ References or other sources provided.

UU114 Assignment 3 Marking Criteria – Research Report

NAME:_____ ID:_____

Facets	Elements	Academic Excellence- 4	Milestone - 3	Benchmark - 2	Below benchmark - 1	Not assessable work - 0	Mark
Embark and clarify	Coverage of TORs	All terms of reference met; detailed, sophisticated analysis	All terms of reference met; sufficient details, appropriate analysis	Most terms of reference met; some details, analysis inconsistent	Few terms of reference met; analysis does not develop	No terms of reference met; no analysis	
	Introduction	Clear and effective unit of the purpose and background of the study; fully, aptly contextualised; succinct, durable hypothesis	Developed unit of the purpose and background of the study; generally contextualised; durable hypothesis	Fair unit of the purpose and background of the study; attempts to contextualise research; hypothesis present	Weak unit, several elements missing; hypothesis present	Very weak, most elements missing; no hypothesis	
Find and generate	Methodology and data collection	Methodology effective; well described; wide range of appropriate data	Methodology effective; clearly described; range of appropriate data	Methodology mostly effective; generally described; some appropriate data	Methodology ineffectual; description unclear; little appropriate data	No methodology / no data collection evident	
Evaluate and reflect	Conclusions	Well considered and highly relevant; significance made clear, well-supported by data and analysis	Relevant; significance mostly clear, supported by data and analysis	Relevant but shallow; support by data and analysis unclear	Relevance questionable; not supported by data and analysis	Irrelevant or no conclusions drawn	
Organise and manage	Appropriate format	Well planned, logical sequence; appropriate tone. All major sections included; sophisticated sub-headings	Planned report, logical sequence; appropriate tone. Major sections included; sound sub-headings	Inconsistencies in sequence and tone. Some essential sections missing; sub-headings not always clear	Illogical sequence, inappropriate tone. Most sections missing; sub-headings not always appropriate	No sequence evident, inappropriate tone. Report sections sparse	
	Presentation of results	Thorough, detailed, well organized and sequenced; (visual) data effectively integrated into text	Clear, organized, appropriate sequence; (visual) data correctly integrated into text	Inconsistent; sequence poorly organized; (visual) data weakly integrated into text	Little organization; (visual) data not integrated into text	No results	
Analyse and synthesise	Discussion of results	Full, sophisticated , clear and detailed discussion; accurate interpretation of data	Clear and detailed discussion; sound interpretation of data;	Adequate, mostly clear discussion; weak interpretation of data	Discussion thin; misinterpretation of data	No discussion; no interpretation of data	
Communicate and apply	Grammar	Grammar wholly accurate	Grammar mostly accurate	Errors minor but consistent	Errors impede comprehensibility	Errors seriously compromise comprehensibility	
	Accurate writing conventions	Vocabulary wide and accurate; spelling and punctuation error-free; neutrality of tone sustained	Vocabulary wide; occasional errors in word choice; spelling and punctuation mostly correct; neutrality of tone sustained	Vocabulary adequate with several errors in word choice; spelling and punctuation errors noticeable; neutrality of tone mostly sustained	Vocabulary simplistic or pretentious with frequent word choice errors; errors of spelling impede comprehensibility; neutrality of tone inconsistent	Errors of vocabulary, spelling and punctuation compromise comprehensibility; neutrality of tone uncertain	
	Recommendations	Recommendations highly relevant; developed and mature; fully described and logical	Recommendations relevant, developed and sensible; clearly described	Recommendations marginally relevant; insubstantial; randomly described	Recommendations irrelevant; weak and/or fanciful; weakly described	No recommendations	
	Abstract	Abstract accurate in format, clear and thorough	Abstract accurate in format and clear; some elements may be weak	Abstract unclear, some elements missing	Abstract inaccurate in format	No abstract	
	Presentation*	(+1 mark)				TOTAL (out of 45)	

*Assignment must be typed; font 12; double spaced; with cover sheet format shown on moodle; correct marking schedule; abstract placed before essay.

Late Penalty: 20% of total mark for each late day