Name: Husnain Ahmed

| **Criteria** | **0-19** | **20-39** | **40-49** | **50-59** | **60-69** | **70-85** | **86-100** |
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| **Academic writing style, report structure and report presentation**  **15%** | Little or no attempt has been made to present the report well, and it does not follow a report structure. The standard of academic writing is poor, with many errors in grammar and punctuation. | The report is neither presented nor structured well. The standard of academic writing needs much improvement. There are many errors in grammar and punctuation. | The report is presented to a reasonably good standard, and it is structured well. The standard of academic writing needs much improvement. There are many errors in grammar and punctuation. | The report is presented to a very good standard, and it is structured well. The standard of academic writing is good, but with clear room for improvement. There are quite a few errors in grammar and punctuation. | The report is presented to a very good standard, and it is structured well. The standard of academic writing is good. There are a few errors in grammar and punctuation. | The report is presented to a very good standard, and it is structured very well. The standard of academic writing is very good. There are a few errors in grammar and punctuation. | The report is presented to a professional standard. The report structure is excellent. The standard of academic writing is very high, with almost no errors in grammar and punctuation. |
| **Report introduction**  **10%** | There is no introduction, or the introduction does not describe the topic of discussion.  No attempt has been made to provide a thesis statement or route map. | The introduction is vague in describing the topic of discussion.  No attempt has been made to provide a thesis statement or route map. | The report topic is introduced with a reasonably clear general statement. The thesis statement and route map are missing, or are not clearly defined. | The report topic is introduced with a clear general statement.  There is a reasonable attempt at a thesis statement, but there is no route map. | The report topic is introduced with a clear general statement.  There is a reasonable attempt at a thesis statement, and route map. | The report is introduced very well, with a general statement, a thesis statement, and route map, which are largely articulated well. | The report is introduced exceptionally well, with a general statement, a thesis statement, and route map, which are all very clearly articulated. |

| **Presentation of a balanced argument**  **35%** | No attempt has been made to present an argument based on the chosen topic. | Some attempt has been made to present an argument, but little attempt has been made to consider all sides of the question. | A reasonable attempt has been made to present an argument, but the discussion lacks balance. There are other aspects of the argument that have not been considered. | A good attempt has been made to present a balanced argument. There are other aspects of the argument that have not been considered. | The report presents a well-balanced argument. The different sides of the argument could be discussed more critically. | The report presents a very well balanced argument.  All sides of the question have been considered critically. | The report presents an exceptionally well balanced argument.  All sides of the question have been considered critically and with insight. |
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| **Report conclusion**  **20%** | No attempt has been made to present a conclusion, or the conclusion is not relevant to the question. | The conclusion is a statement of fact, and does not reflect the writer’s own opinion on the chosen question. | The conclusion is largely a statement of fact, and lacks any meaningful insight into the writer’s opinion on the chosen question. | The conclusion goes some way to articulating the writer’s opinion on the chosen topic. Little or no reference is made to the discussion in the main body of the report. | The conclusion is a good attempt at articulating the writer’s opinion. Some reference is made to the discussion in the main body of the report. | The conclusion articulates the writer’s opinion clearly. The decisions are clearly linked to the discussion presented in the body of the report. | The conclusion articulates the writer’s opinion clearly, and is insightful. The decisions are clearly linked to the discussion presented in the body of the report. |
| **References**  **10%** | There are no references, or they are not relevant to the chosen topic.  The Harvard style has not been used. | The choice of sources is very limited in scope, or have limited relevance to the topic.  Little or no effort has been made to use references to support the arguments presented.  Citations do not follow the Harvard style. | A wider variety of sources could have been selected, but those selected are relevant.  The main body lack adequate use of references to support the arguments presented.  Citations do not follow the Harvard style. | A good variety of relevant sources has been selected.  The main body of the report makes some good use of the resources to support the arguments presented.  Citations do not follow the Harvard style. | A good variety of relevant sources has been selected.  The main body of the report makes some good use of the resources to support the arguments presented.  Sources are mostly cited accurately in the Harvard style. | A good variety of relevant sources has been selected.  Sources have largely been used effectively to support the arguments presented in the body of the report.  Sources are cited accurately in the Harvard style. | An excellent variety of relevant sources has been selected.  Sources have been used very effectively to support the arguments presented in the body of the report.  Sources are cited accurately in the Harvard style. |
| **Reflection**  **10%** | There is no Skills Audit, or it is incomplete.  There is no reflection. | There is no Skills Audit, it is incomplete.  The reflection is brief and only partially addresses the three bullet points. | The Skills Audit is complete or almost complete.  The reflection is largely factual, and does not address, or only partially addresses, the ‘How’ and ‘Why’ questions in the three bullet points. | The skills audit is complete or almost complete.  The reflection is largely factual, and does not address the ‘How’ and ‘Why’ questions in the bullet points. | A largely complete Skills Audit was submitted.  The reflection largely covers all three bullet points thoroughly. More consideration cold be given to one or more of the ‘How’ and ‘Why’ questions. | A complete Skills Audit was submitted.  The reflection largely covers all three bullet points thoroughly. The reflection demonstrates thoughtful consideration of the ‘How’ and ‘Why’ questions. | A complete Skills Audit was submitted.  The reflection covers all three bullet points thoroughly. The reflection demonstrates thoughtful consideration of all the ‘How’ and ‘Why’ questions. |

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| **Criteria** | **Mark** | **Weighted  mark** |  |  |  |  |  |  |  |  |  |
| Academic Writing (15%) | 62 | 9.3 |  |  |  |  |  |  |  |  |  |
| Report Introduction (10%) | 45 | 4.5 |  |  |  |  |  |  |  |  |  |
| Presentation of balanced argument (35%) | 52 | 18.2 |  |  |  |  |  |  |  |  |  |
| Report conclusion (20%) | 48 | 9.6 |  |  |  |  |  |  |  |  |  |
| References (10%) | 65 | 6.5 |  |  |  |  |  |  |  |  |  |
| Reflection (10%) | 68 | 6.8 |  |  |  |  |  |  |  |  |  |
| Final Mark | 55 | |  |  |  |  |  |  |  |  |  |
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| **Things you did well:** |  |  |  |  |  |  |  |  |  |  |  |
| You managed to submit your work ahead of the deadline day, which is excellent. You have clearly managed your time very well. There is some good use of references to support the arguments made. Generally a very good reflection. | | | | | | | | | | | |
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| **Things to improve:** |  |  |  |  |  |  |  |  |  |  |  |  |
| Try to focus on the actual question that's being asked, in this case the topic asked you to discuss whether github were right to launch copilot at this stage. Try to consider the overall style and structure of a report, e.g. using page breaks. Try to find specific activities to improve your skills. | | | | | | | | | | | |  |
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