

	Task Fulfilment (50%)	Cohesion & Coherence (30%)	Academic Language (20%)
10	<ul style="list-style-type: none">• Question answered comprehensively, with no irrelevant content A sophisticated response• Ideas fully developed using appropriate evidence• Exemplary referencing skills:<ul style="list-style-type: none">- reference list is entirely accurately formatted- reference list matches citations- citation formatting is entirely accurate- information from sources is acknowledged when appropriate*	<ul style="list-style-type: none">• Highly effective introduction and conclusion, with all expected elements present• Highly effective body paragraph organisation. No structural issues• Highly effective use of cohesive devices which supports the flow of information• An uninterrupted logical flow through the entire essay	<ul style="list-style-type: none">• Academic register used throughout• Successful and non-mechanical paraphrasing throughout
9	Shared features of 10 & 8		
8	<ul style="list-style-type: none">• Question answered well, with no irrelevant content• Ideas well-developed using appropriate evidence• Strong referencing skills:<ul style="list-style-type: none">- reference list is accurately formatted with occasional slips- reference list matches citations- citation formatting is mostly accurate- information from sources is acknowledged when appropriate*	<ul style="list-style-type: none">• Effective introduction and conclusion, with all required elements present• Effective body paragraph organisation. Body paragraph(s) may have minor structural issues• Effective use of cohesive devices which supports the flow of information with occasional slips• A mostly uninterrupted logical flow through the entire essay	<ul style="list-style-type: none">• Academic register used, with only occasional lapses in style and appropriacy• Mostly successful and non-mechanical paraphrasing. May contain one short chunk but no long chunks
7	Shared features of 8 & 6		
6	<ul style="list-style-type: none">• Question answered reasonably well; may have a small amount of irrelevance• Ideas reasonably well-developed using evidence, but one or two ideas lack depth• Good referencing skills:<ul style="list-style-type: none">- reference list is accurately formatted with some slips- reference list does not match citations on one occasion- citation formatting has some inaccuracies- information from sources may not be acknowledged on one or two occasions*	<ul style="list-style-type: none">• Mostly effective introduction and conclusion, although background information and/or summary and/or final comment is somewhat simplistic• Mostly effective body paragraph organisation. Body paragraphs have some structural issues• Mostly effective use of cohesive devices which generally supports the flow of information, but there may be overuse or incorrect usage on occasion• A logical flow through much of the essay	<ul style="list-style-type: none">• Academic register used, with some lapses in style• Often successful but somewhat mechanical paraphrasing. May contain two short chunks but no long chunks
5	Shared features of 6 & 4		
4 PASS	<ul style="list-style-type: none">• Question answered adequately; may have some irrelevance• Ideas adequately developed using evidence, but lack depth• Evidence of referencing skills:<ul style="list-style-type: none">- reference list has frequent formatting issues- reference list does not match citations on two occasions- citation formatting has frequent inaccuracies- information from sources may not be acknowledged on three occasions*	<ul style="list-style-type: none">• Adequate introduction and conclusion. One or both have structural issues or conclusion is missing summary and/or final comment• Adequate body paragraph organisation. Both have structural issues, but the reader can still identify each paragraph’s purpose• Adequate use of cohesive devices; however, these may be misleading and do not always support the flow of information. There may be more frequent overuse, underuse, repetitive use and/or incorrect usage• A logical flow through some parts of the essay	<ul style="list-style-type: none">• Academic register is attempted, with limited success• Attempts paraphrasing, but frequently mechanical. May contain three short chunks and/or one long chunk
3 FAIL	<ul style="list-style-type: none">• Question not answered adequately; may have substantial irrelevance• Ideas not adequately developed, with a lack of appropriate evidence• Insufficient evidence of referencing skills:<ul style="list-style-type: none">- reference list has extensive formatting issues- reference list does not match citations on three occasions- citation formatting has extensive inaccuracies- information from sources may not be acknowledged on four or more occasions*	<ul style="list-style-type: none">• Inadequate introduction and/or conclusion. One or both are poorly structured and/or introduction is missing the purpose statement• Inadequate body paragraph organisation. One or both have structural issues impacting reader’s ability to identify paragraph’s purpose• Use of cohesive devices is frequently misleading and does not support the flow of information. There is a large amount of overuse and/or underuse and/or incorrect usage• A lack of logical flow through much of the essay	<ul style="list-style-type: none">• Academic register rarely attempted or unsuccessful• Very little attempt made to paraphrase, with four short chunks and/or two long chunks
2	Shared features of 3 & 1		
1	<ul style="list-style-type: none">• Question not answered; an irrelevant response• Ideas barely or not at all developed, with a severe lack of appropriate evidence• Little evidence of referencing skills:<ul style="list-style-type: none">- there is no reference list- reference list does not match citations on four or more occasions- there are no citations- information from sources is barely acknowledged, if at all	<ul style="list-style-type: none">• Indistinguishable or missing introduction and/or conclusion• Indistinguishable or missing body paragraph(s)• Use of cohesive devices is limited and/or mostly inaccurate• A severe breakdown in logical flow through much of the essay	<ul style="list-style-type: none">• Academic register is not attempted: hardly any evidence of taught skills• (Almost) no attempt to paraphrase. Extensive copying from the source(s)
0	No submission		

This construct table shows the main features evaluated in this assessment. It is designed to link directly with the skills needed by learners in their future academic study.

CONSTRUCT		
Task Fulfilment (50%)	Cohesion & Coherence (30%)	Academic Language (20%)
<ul style="list-style-type: none">Task response:<ul style="list-style-type: none">provides an appropriate answer to the task, using source informationaddresses all elements of the task title (two reasons)avoids irrelevant content, incl. unnecessary repetition of ideasDevelopment of ideas:<ul style="list-style-type: none">depth of ideas (explaining in detail to show understanding, e.g. using causal chains)ideas supported using evidence, i.e. explanations, examples, and/or data when appropriate(Mechanics of) Referencing skills:<ul style="list-style-type: none">correct formatting of references (incl. alphabetical order)matching citations and reference listaccuracy of citation formatting (incl. family names and punctuation)acknowledgement of sources <div>-----</div> <div>Reading list:<ul style="list-style-type: none">a minimum of 4 sources.all the sources must come from the IWA Reading List</div> <div>Word Count:<ul style="list-style-type: none">800 words (+/-10%)</div> <div>-----</div> <div>NUMBER OF SOURCES: a student receives an automatic mark of 3 for TF if they do not use the minimum number of sources. This is separate from any other penalties that may be applied.</div> <div>PENALTIES: the overall TF grade should be dropped one band in the following circumstances:</div> <div><div>1. WORD COUNT: if the essay is above/below the stated word count (800 words +/- 10%). Note that students MUST write the correct word count in brackets at the end of the essay. If they forget to do this, they still drop a band even if their word count is within the correct range.</div><div>2. FORMATTING: if formatting guidelines are glaringly not followed. (This includes essays that still contain tutor annotations from the first draft).</div><div>3. NUMBER OF SOURCES PER BODY PARAGRAPH: if one body paragraph is based only on one source. <u>However</u>, if <u>both body paragraphs</u> are based on one source each, then the overall TF grade should be dropped two bands. Please note that students are required to use min. 2 sources per body paragraph.</div><div>4. USE OF SOURCES: if there is at least one source outside of the IWA Reading List. If two or more sources are outside of the IWA Reading List, then the overall TF grade should be dropped two or three bands respectively.</div></div> <div>Please note OFF-TOPIC: If a student’s work is completely off-topic, then the Module Convenor and Assessment Development Team reserve the right to fail the student’s work across all three criteria.</div>	<ul style="list-style-type: none">(Organisation of) Introduction & Conclusion:<ul style="list-style-type: none">inclusion of introduction and conclusionintroduction should include:<ul style="list-style-type: none">appropriate background informationpurpose statement, e.g. “this essay will...”overview/roadmapconclusion should include:<ul style="list-style-type: none">re-statement of the purpose statementsummary of key ideas from the main bodya final comment on the topic that may be a prediction, a recommendation or other(Organisation of) Body Paragraphs:<ul style="list-style-type: none">each includes a main idea and corresponding supporting idea(s)identifiable purpose throughout each body paragraph, i.e. the reader can see an overall direction for each body paragraph / a reason for its inclusionappropriate length of paragraphsCohesion:<ul style="list-style-type: none">range of cohesive devices e.g. conjunctions (although; whereas; furthermore; consequently) and reference words (these; the latter)*accuracy of cohesive devices <div>*Overuse and underuse of cohesive devices should be penalised in the Cohesion bullet point.</div> Coherence:<ul style="list-style-type: none">logical flow of information across the essay, e.g. logical links between the purpose statement and main ideaslogical flow of information within the essay, e.g. logical links between main ideas and supporting ideas	<ul style="list-style-type: none">Academic register:<ul style="list-style-type: none">avoidance of contractions, slang words/colloquialisms, first- and second-person pronouns, emotive words, vague words, phrasal verbs, and direct questionshedgingParaphrasing:<div>A student showing evidence of successful paraphrasing:<ul style="list-style-type: none">accurately and non-mechanically (with sophistication) presents information in their own appropriately formed academic wordspreserves the original meaning of the paraphrased text</div> <div>-----</div> <div>Please note PLAGIARISM:</div> <div>If a student’s work contains a significant amount of text copied, then the Module Convenor and Assessment Development Team reserve the right to fail the student’s work across all three criteria.</div>