

	Task Fulfilment (40%)	Cohesion & Coherence (30%)	Academic Language (30%)
10	<ul style="list-style-type: none">• Question answered comprehensively, with no irrelevant content. A sophisticated response• Ideas fully developed and sophisticated using appropriate evidence	<ul style="list-style-type: none">• Highly effective introduction and conclusion, with all required 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• No grammatical errors. Wide range of grammar used with flexibility and accuracy• No vocabulary errors. Evidence of an ability to use a range of vocabulary with sophistication• Successful and non-mechanical paraphrasing throughout, showing a mastery of vocabulary and grammar
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	<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• A few grammatical errors. Grammar mostly used accurately. Student may attempt complex grammar, mostly successfully*• A few vocabulary errors; errors do not reduce communication and meaning is clear; a range of vocabulary used• Mostly successful and non-mechanical paraphrasing
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/are superficial	<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 paragraph(s) has (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• Some grammatical errors. Range of grammar attempted. Student may attempt complex grammar, with mixed success or may rely on repetition of simple sentence structures• Some vocabulary errors; errors may sometimes reduce communication and meaning may be lost at the sentence level; however, overall, there is not much strain on the reader• Often successful but somewhat mechanical paraphrasing
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/are superficial	<ul style="list-style-type: none">• Adequate introduction and conclusion. One or both have structural issues. Introduction may be limited only to the purpose statement and/or conclusion to the re-statement of the purpose statement• Adequate body paragraph organisation. Body paragraph(s) has (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• Frequent grammatical errors. Errors may cause strain, but overall meaning does not break down. Range of grammar is limited and may rely on repetition• Frequent vocabulary errors. Errors may reduce communication and meaning is sometimes lost at the sentence level; however, overall, the essay can be understood• Attempts paraphrasing, but frequently mechanical
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	<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 more 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• Grammatical errors throughout. Insufficient range of grammar to communicate message, with a level of error that frequently causes breakdown in meaning• Vocabulary errors throughout. Insufficient range of vocabulary, with a level of error that frequently interferes with meaning• Very little attempt made to paraphrase
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	<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• Grammatical errors throughout. Grammar makes meaning unclear throughout• Vocabulary errors throughout. Inaccurate language leads to a breakdown in communication• (Almost) no attempt to paraphrase. Extensive copying from the source text
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 (40%)	Cohesion & Coherence (30%)	Academic Language (30%)
<div><ul style="list-style-type: none">Task response:<ul style="list-style-type: none">provides an appropriate answer to the task, using information from the input textsaddresses all elements of the task title (two effects/impacts)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. by using causal chains)ideas supported using evidence from the input texts, i.e. explanations, examples, and/or data when appropriate</div> <div>-----</div> <div><p>Word Count: The anticipation is that many/most students will write approximately 400 words. A student should not be penalised for writing less or more.</p></div> <div>-----</div> <div><p><u>Please note PENALTY re. use of just one input text:</u> It is expected that students make use of BOTH input texts. If reference to one of the input texts is absent, markers should drop the student one band in the overall TF score.</p></div> <div><p><u>Please note PENALTY re. failure to acknowledge input text(s):</u> If a student uses information from an input text but fails to acknowledge it on at least two occasions, drop one band in the overall TF score.</p></div> <div><p><u>Please note a FAILING GRADE FOR TF</u> if a student does not use information from the input texts at all (Band 1).</p></div> <div>-----</div> <div><p><u>Please note OFF-TOPIC:</u> If a student’s work is completely off-topic, the Module Convenor and Assessment Development Team reserve the right to fail the student’s work across all three criteria.</p></div>	<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 brief backgroundpurpose statement, e.g. “this essay will...”overview/roadmapconclusion:<ul style="list-style-type: none">re-statement of the purpose statementone or both of the following:<ul style="list-style-type: none">summary of the 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">body paragraph(s). Each includes a main idea and corresponding supporting idea(s). One body paragraph is acceptableidentifiable 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<p>*Overuse and underuse of cohesive devices should be penalised in the Cohesion bullet point.</p></div> <div><ul style="list-style-type: none">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</div>	<div><ul style="list-style-type: none">Academic register:<ul style="list-style-type: none">avoidance of contractions, slang words/colloquialisms, personal pronouns, emotive words, vague words, most phrasal verbs, and direct questionshedgingRange and accuracy of grammar:<ul style="list-style-type: none">sentence types (i.e. simple, compound, complex) incl. related punctuationgrammatical agreement (e.g. subject+verb agreement)tensespassive voiceprepositionsRange and accuracy of vocabulary:<ul style="list-style-type: none">appropriacy/collocationspellingParaphrasing: 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><p><u>Please note PLAGIARISM:</u></p><p>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 student’s work across all three criteria.</p></div>