**PHYS 41702 Essay Assessment and Feedback**

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Title \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Relevance** | Off topic, or unfocussed discussion of the topic as a whole.  **(0-2)** | Some focus but topic not properly addressed or too much attention to background covered in the lectures.  **(3-4)** | Focussed on the assigned question, but does not identify and/or fully explain some relevant issues.  **(5-6)** | Sharply focussed and clearly identifies and explains the relevant issues.  **(7-8)** |
| **Knowledge & Understanding** | Limited evidence of understanding and background knowledge.  **(0-2)** | Some good points made, but also significant misunderstandings or omission of key aspects.  **(3-4)** | Evidence of good command of relevant background.  **(5-6)** | Clear evidence of advanced knowledge and deep understanding of the subject matter.  **(7-8)** |
| **Argument** | Proceeds by assertion only, incoherent or very confused. Limited evidence of logical structure and argument.  **(0-2)** | Attempts to make a logical argument, but some flaws in the logic or overall coherence.  **(3-4)** | Logical overall, but does not always make case for premises.  **(5-6)** | Very well-reasoned, clear logic, coherent and plausible.  **(7-8)** |
| **Independent Study** | No or little evidence of in-depth reading of the material in the study pack.  **(0-2)** | Evidence of reading of the material in the study pack, and some of the supplementary reading provided by the lecturer. However, some limitations to the depth of the reading and understanding of the material.  **(3-4)** | Evidence of good understanding of the material in the study pack and the supplementary reading provided by the lecturer.  **(5-6)** | Clear evidence of in-depth reading of the material in the study pack and the supplementary material.  Evidence of use of relevant material from outside the study pack and supplementary reading list, where possible.  **(7–8)** |
| **Formatting and length** | Text, equations, figures, captions and references poorly formatted, and/or essay substantially over length.  **(0-1)** | Formatting of text, equations, figures, captions and references mostly acceptable, but with some deficiencies, or essay over word limit.  **(2)** | Formatting of text, equations, figures, captions and references of a good standard, but with some minor deficiencies, and/or essay slightly over word limit.  **(3)** | Professional production of all text, equations, figures, captions and references. Attractive typesetting and appearance of the essay. Essay within word limit.  **(4)** |
| **Use of English** | Large number of grammatical or typographical errors and/or severe limitations in clarity of expression. Poor use of English hinders understanding.  **(0-1)** | Generally understandable but significant errors in the use of English and/or significant lack of clarity of expression.  **(2)** | Good use of English, with only minor grammatical or typographic errors. Good clarity of expression, with some minor limitations.  **(3)** | No errors, all explanations and language fully clear. Fluent essay.  **(4)** |

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| **Category** | **Mark** | **Comments and suggestions for improvement** |
| Relevance | \_\_\_\_ / 8 |  |
| Knowledge & Understanding | \_\_\_\_ / 8 |  |
| Argument | \_\_\_\_ / 8 |  |
| Independent Study | \_\_\_\_ / 8 |  |
| Formatting & length | \_\_\_\_ / 4 |  |
| Use of English | \_\_\_\_ / 4 |  |
| Total Mark (Ex. 40) and  Overall Comments | \_\_\_\_ |  |

Print Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signed:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_