

## Mark Scheme (out of 28+2 marks total)

*Note: to reach each mark boundary, all the requirements for previous mark boundaries must also be met. For example, to receive 3 marks for spelling, you must meet all the criteria for 3 marks and not have spelling errors that a spell checker would find (a criteria for 2 marks)*

<b><i>Spelling and grammar (3 marks)</i></b>		
<b>Grade boundary</b>	<b>Description</b>	<b>Self-assessment</b>
3	The report reads well throughout with none of the issues identified below ever appearing. The writing would not look out of place in an academic publication	
2	The report does not contain spelling or grammatical mistakes but it is not easy to read. Sentence construction is awkward and/or there are comma splices, imprecise language, copy splices or awkward phrases used	2
1	The report is poorly written or contains spelling or grammatical mistakes that a spellchecker would find	

*IF YOU HAVE A REGISTERED DISABILITY THAT AFFECTS YOUR ABILITY TO BE ASSESSED FOR SPELLING AND GRAMMEAR (FOR EXAMPLE, DYSLEXIA) PLEASE INDICATE IT AT THE START OF THE DOCUMENT AND IN THE ABOVE SECTION*

<b><i>Use of Sources (6 marks)</i></b>		
<b>Grade boundary</b>	<b>Description</b>	<b>Self-assessment</b>
5-6	The report backs up all claims that it makes with appropriate references, and includes at least 8 different sources including four from books or academic sources	
3-4	Six different sources including at least one book and two academic paper used correctly in the document and the reference section indicates what each reference is. The formatting of the reference section and citations is consistent	
1-2	The references includes at least one appropriate academic paper the content of which is analysed, the report includes some other types of sources	2

<i>Information Presentation and Structure (7 marks)</i>		
<b>Grade boundary</b>	<b>Description</b>	<b>Self-assessment</b>
6-7	The report consistently uses formatting appropriately. The document includes some graphical information produced by the student to help emphasise their point. Information consistently presented in graphical form where appropriate. The document is very easy to follow and looking at the contents page of the document should give a good level of insight into the report	
4-5	The report generally makes use of formatting to clarify its information (bolded text, subtitles, italicised text, bulleted or numbered lists where appropriate) and presents information in forms besides text such as graphs, tables or images. The document escapes the “Intro->Method->Results->Conclusion Trap” we discuss in class on the topic of report writing	5
2-3	The report intermittently makes use of formatting but it detracts from the overall message sometimes. As a reader, I could read the sections in any order and it would make little difference.	
1	The report makes no use of anything other than written text to present its information, formatting is inconsistent. There are appropriate subheadings but they are poorly related to each other. The document is relatively unstructured, there is little to no use of sections to segment the information and help the reader	

<i>Quality of Analysis (12 marks)</i>		
<b>Grade boundary</b>	<b>Description</b>	<b>Self-assessment</b>
10-12	The document includes many non-obvious insights into the topic being discussed that are clearly grounded in evidence. The student consistently makes the distinction between fact and opinion clear	
8-9	The document explains the domain being presented clearly and in great depth. The document includes a good amount of discussion and analysis coming in just below or at the word count. Some	

	non-obvious insight is presented by the student. The student clearly critiques and compares their sources whenever it is appropriate	
6-7	The document explains the domain being presented. The document includes a good amount of discussion and analysis coming in just below or at the word count. Some non-obvious insights are presented by the student. The student rarely confuses opinion and fact in their discussion. The student only infrequently engages critically with their source	7
4-5	The document includes a limited amount of discussion and analysis. The document generally lacks insights into the problem area only repeating others' information or does not make the topic area clear. The student only engages critically with their source on an infrequent basis	
1-3	The document includes limited to no discussion and analysis coming in well below the word count or over it. The document presents little to no critical analysis. The writing sometimes confuses fact with opinion	