

# RESEARCH AND COMMUNICATON SKILLS

INTERNATIONAL FOUNDATION YEAR (IFY)



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# SYLLABUS OVERVIEW

<b>Module Code</b>	IFYRCS002
<b>Module Name</b>	Research and Communication Skills
<b>Programme Name</b>	International Foundation Year
<b>Percentage breakdown of Coursework</b>	100%
<b>Percentage breakdown of Exam/Test</b>	0%
<b>Delivery period</b>	The syllabus should be delivered over a full academic year (two 15-week semesters).
<b>Recommended minimum teaching hours</b>	120 (4 hours per week over 30 weeks)
<b>Recommended minimum independent study hours</b>	120 (4 hours per week over 30 weeks)

## INTRODUCTION

The Research and Communication Skills (RCS) module has been developed as an alternative to the NCUK EAP module for students who have been educated in English and/or do not require an English language qualification.

Students who undertake this module should fall into one of the following categories:

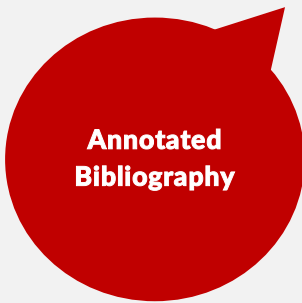
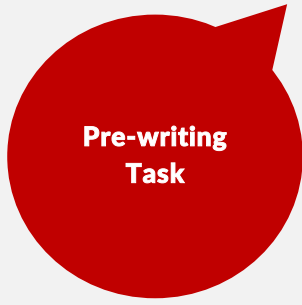

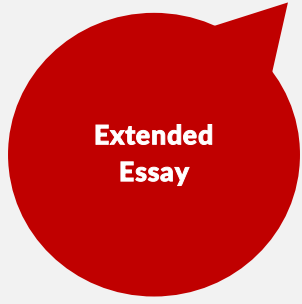
- ⇒ The student already possesses a Secure English Language Test (SELT) of at least IELTS 6.0 (with a minimum of 5.5 in individual skills), or equivalent. The SELT should have been taken no more than two years before the student intends to start their university study. Note that some students may be aiming to progress to university courses that require an English level higher than IELTS 6.0 or equivalent, and therefore may be better suited by one of the module options given below.
- ⇒ The student is from a 'majority native English speaking' country as defined by the UK government, listed [here](#) and therefore does not require a SELT, however students with this background should have a GCSE grade C in English (or equivalent).

If a student does not fit into either of the above categories then NCUK has two other options for them depending on their existing English qualifications and progression aspirations. Students can take either English for Academic Purposes (EAP) or EAP for Proficient Users (EAPPU). If you are unsure which module a student should take, please contact your NCUK Academic Development Manager to discuss.

## AIMS

This module focuses on tasks which develop literature-based research skills which can then be applied to a global issue (as outlined in the UN Sustainable Development Goals). The module aims to develop students' ability to communicate the results of their research both in an oral presentation and in an extended essay.

# ASSESSMENT

 <b>Annotated Bibliography</b>	<b>Duration/Word Count</b>	Three, 300-word (max) paragraphs (NOT including references and any appendices).
	<b>Total Marks</b>	100
	<b>Task Requirements</b>	<ul style="list-style-type: none"> <li>⇒ Write a critical annotated bibliography with a 300-word (max) entry for each of 3 chosen sources.</li> <li>⇒ Produce an accurate reference list for the chosen texts using the Harvard referencing style.</li> </ul>
	<b>Contribution to Overall Grade</b>	20%
 <b>Pre-writing Task</b>	<b>Duration/Word Count</b>	N/A
	<b>Total Marks</b>	100
	<b>Task Requirements</b>	<ul style="list-style-type: none"> <li>⇒ Produce a detailed plan of the extended essay, showing how it will be structured and how sources will be used.</li> </ul>
	<b>Contribution to Overall Grade</b>	15%
 <b>Presentation</b>	<b>Duration/Word Count</b>	8-10 minute plus time for 2-4 questions to be asked by teacher(s) and peers.
	<b>Total Marks</b>	100
	<b>Task Requirements</b>	<ul style="list-style-type: none"> <li>⇒ Develop and deliver an oral presentation to present the results of conducted research.</li> </ul>
	<b>Contribution to Overall Grade</b>	25%
 <b>Extended Essay</b>	<b>Duration/Word Count</b>	2,000 words +/- 10% (NOT including cover page, contents page, reference list or appendices).
	<b>Total Marks</b>	100
	<b>Task Requirements</b>	<ul style="list-style-type: none"> <li>⇒ Write an extended essay to present the results of the research.</li> </ul>
	<b>Contribution to Overall Grade</b>	40%

# LEARNING OUTCOMES

On successful completion of this module, a student will be able to:

<b>Using Sources</b>	<b>R1</b>	Select and read sources to develop knowledge and understanding of a global issue.
	<b>R2</b>	Select and evaluate academic sources to answer a research essay question.
	<b>R3</b>	Refer to sources critically to answer a research essay question.
	<b>R4</b>	Present evidence from sources through summary, paraphrase and quotation to support the answer to a research essay question.
<b>Writing</b>	<b>W1</b>	Analyse and identify the requirements of a research essay question.
	<b>W2</b>	Plan and develop a full answer to a research essay question.
	<b>W3</b>	Write an academic essay.
	<b>W4</b>	Develop a thesis and position in response to a research essay question.
	<b>W5</b>	Use evidence to develop a position and answer a research essay question.
	<b>W6</b>	Draw a conclusion which answers the research essay question and is based on the evidence presented.
	<b>W7</b>	Use academic conventions to refer to sources used both in text (citations) and in a reference list.
<b>Presentation Skills</b>	<b>P1</b>	Develop and deliver an academic presentation which presents the results of the research to a non-specialist audience.
	<b>P2</b>	Use slides to support a spoken presentation.
	<b>P3</b>	Refer to sources using academic conventions.
	<b>P4</b>	Use verbal and non-verbal communication to engage audience and maintain interest.

# TEACHING, LEARNING AND ASSESSMENT GUIDANCE

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## Task Based Learning

This module takes a task-based learning approach. This means that the tasks, in the case of this module the assessment tasks, drive the teaching and learning. In the exemplar teaching plan (Appendix A), each unit has an assessed task at the end. These tasks have two functions:

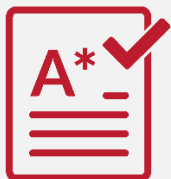
- ⇒ To assess students' performance against the learning outcomes
- ⇒ To scaffold students to the next task

Students start by selecting (or being assigned) a research question (see page 13), which will form the basis of all their assessments for the module.

## Role of the Teacher in Task Based Learning

Teachers can choose to follow the exemplar teaching plan (see Appendix A), or can develop their own delivery plan to support students in the successful completion of the assessment tasks. Teachers will find the following teaching approaches in the plan:

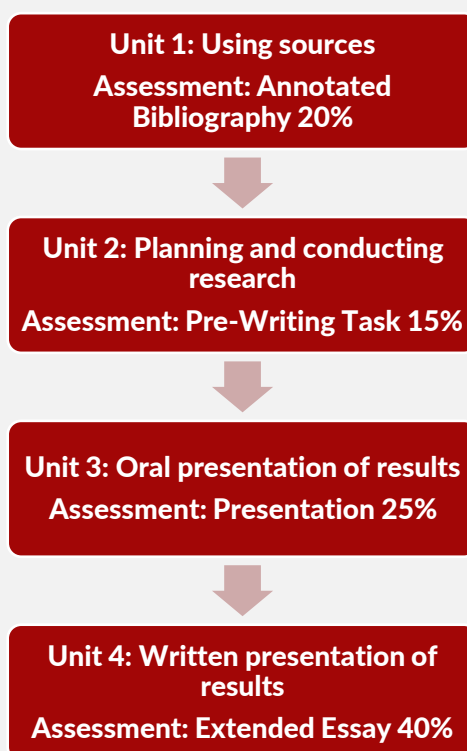
- ⇒ Direct teaching of specific skills
- ⇒ Teacher guided analysis of examples of student work which serve as models
- ⇒ Practice activities designed to develop specific sub-skills
- ⇒ Work on actual assessment tasks in class with teacher acting as a guide, answering questions and giving feedback (but not correcting or rewriting work)
- ⇒ Peer feedback on practice and draft work
- ⇒ Teacher guided explanation, discussion and analysis of NCUK assessment documentation



## ASSESSMENT

The breakdown of summative assessment for this module and the rubrics for each component are given on page 3 of this document. All assessments are detailed in the appendices to this document. For each assessment component NCUK provides a student task description, grading criteria, feedback form and teacher notes.

The module takes a task-based learning approach. The teaching and learning occurs as students work towards, and complete, a number of summative assessment tasks. The teaching and learning is divided into four units with a summative assessment at the end of each unit. Each summative assessment builds towards the final extended essay. Formative feedback from each summative assessment should allow students to understand the grade awarded as well as feed forward to the next unit and task.



The first two assessments have a dual function in that they are summative but also give the chance for formative feedback on the students' initial approach to the research essay. The Annotated Bibliography will support students in reading in preparation for the essay and presentation. The Pre-Writing Task supports students in detailed planning for the Extended Essay.

There is no stipulated submission date for assessment tasks. However, it is strongly recommended that assessment task submission be spread throughout the module, both to enable students to manage their workload and to enable them to receive feedback which can feed into the teaching and learning cycle and inform the next stage of their research process.

## Role of Feedback

Feedback on completed assessment tasks **can** take the form of:

- ⇒ Comments on the general accuracy of language and highlighting common error types
- ⇒ General recommendations for improving performance against learning outcomes which will be assessed in a subsequent assessment e.g. use of sources, references, citations

Feedback **cannot** take the form of:

- ⇒ Correcting student work
- ⇒ Rewriting student work
- ⇒ Detailed comments/suggestions on what content to include
- ⇒ Conducting research for students
- ⇒ Writing of any subject-specific notes or drafts for students

## Supporting Documents

It is essential that coursework is administered in accordance with NCUK regulations. Please refer to the following sections of the NCUK Academic Handbook for details

- ⇒ Coursework Administration and Regulations
- ⇒ Centre Marking and Recording Results
- ⇒ Academic Misconduct Policy



# RESOURCES



## Core Textbook

Read, S.H. (2018), *Academic Writing Skills for International Students*. 1<sup>st</sup> Ed. Macmillan Education UK

ISBN: 9781352003758 (print)

ISBN: 9781352003765 (eBook)



## Further Reading

De Chazal, E. & Moore, J. (2013), *Oxford EAP: Advanced/C1: Student's Book*, Oxford University Press

ISBN: 9780194001793 (print)

ISBN: 9780194837989 (eBook)

De Chazal, E. & Moore, J. (2013), *Oxford EAP: Advanced/C1: Teacher's Book*, Oxford University Press

ISBN: 9780194001823 (print)

Additional resources available via the 'Oxford Teachers' Club', sign up for a free account [here](#)

Godfrey, J. (2016), *Writing for University*, 2nd Ed. Palgrave

ISBN: 9781137531865 (print)

ISBN: 9781137531889 (eBook)

Williams, K. & David M. (2017), *Referencing and Understanding Plagiarism*, 2nd Ed. Red Globe Press.

ISBN: 9781137530714 (print)

ISBN: 9781137530721 (eBook)

Fletcher, C. (2013). *Skills for Study Level 3 with Downloadable Audio*. Cambridge University Press.

ISBN: 9781107686144 (print)

The downloadable audio is available at:  
[Skills and Language for Study | Academic English | Cambridge University Press](#)



### Useful Websites

A range of info. about global issues

<http://globaldimension.org.uk/resources/>

The Migration Observatory <https://migrationobservatory.ox.ac.uk/>

The European Union [https://europa.eu/european-union/index\\_en](https://europa.eu/european-union/index_en)

United Nations <https://www.un.org/en/sections/issues-depth/global-issues-overview/>

Information about migrants and policy <https://migrantsrights.org.uk/>

The World Food Programme: ethics and economics <https://www.wfp.org/>

The World Meteorological Organisation hosts information about weather, climate and water, including up-to-date statistics <https://public.wmo.int/en>

World Energy Council information about energy use, sustainability and the environmental impact of energy use. <https://www.worldenergy.org/>

The University of Manchester's academic phrase bank  
<https://www.phrasebank.manchester.ac.uk/about-academic-phrasebank/>

Support from the University of Leeds on academic essay writing  
[https://library.leeds.ac.uk/info/14011/writing/112/essay\\_writing](https://library.leeds.ac.uk/info/14011/writing/112/essay_writing)



### Referencing

Refer to the Harvard Referencing Guide in the Academic Handbook for NCUK guidelines on this, though using online Harvard Reference Guides to support assessment writing can also be beneficial. When referencing, the main objectives are clarity, consistency, accuracy of key information and ability to locate the source.



### Teacher Resources

NCUK Teacher's Hub – accessible via the NCUK learning and assessment platform – please contact your Study Centre Academic Manager for access.

# MODULE CONTENT

All units must be covered. Appendix A provides an Exemplar Teaching Plan which indicates the proportion of time to be spent on each unit and includes activities and resources to support student learning. The table below details the content to be covered in each unit. A set of learning outcomes (LOs) is also given for each topic, although these are not necessarily exclusive; for example, a learning outcome from Unit 1 can be reviewed in Unit 3 even though it may not be the primary focus.

The module is designed to be delivered with approximately 4 hours of contact time per week.

UNIT 1 - USING SOURCES		
CONTENT	LOs	
<ul style="list-style-type: none"> <li>⇒ Identifying and understanding features of academic writing</li> <li>⇒ Introduce UN sustainable development goals</li> <li>⇒ Research question analysis and selection</li> <li>⇒ Evaluating sources for relevance and reliability</li> <li>⇒ Reading critically and actively.</li> <li>⇒ Analysis of a model annotated bibliography</li> <li>⇒ Understanding how to produce a reference and a reference list</li> <li>⇒ Creating a reference and a reference list.</li> <li>⇒ Referring to sources using in text-citations</li> <li>⇒ Citing sources</li> <li>⇒ Quoting sources</li> <li>⇒ Reporting verbs for citing sources</li> <li>⇒ Guided annotated bibliography development</li> <li>⇒ Peer review and feedback</li> </ul>	<b>R1</b>	Select and read sources to develop knowledge and understanding of a topic of research.
	<b>R2</b>	Select and evaluate academic sources to answer a research question.
	<b>R3</b>	Refer to sources critically to answer a research question.
	<b>R4</b>	Present evidence from sources through summary, paraphrase and quotation to support the answer to a research question.
	<b>W1</b>	Analyse and identify the requirements of a research question.
	<b>W5</b>	Present evidence to support a position and answer the research question.
	<b>W7</b>	Use academic conventions to refer to sources used both in text (citations) and in a Reference List.
SUBMIT ANNOTATED BIBLIOGRAPHY		

UNIT 2 – PLANNING AND WRITING		
CONTENT	LOs	
<ul style="list-style-type: none"> <li>⇒ Understanding and demonstrating: <ul style="list-style-type: none"> <li>○ what a position/ argument essay is</li> <li>○ what a position and thesis is</li> </ul> </li> <li>⇒ Understanding and demonstrating how to: <ul style="list-style-type: none"> <li>○ build an argument</li> <li>○ write a paragraph</li> <li>○ develop cohesion</li> </ul> </li> <li>⇒ Understanding and demonstrating the purpose and content of: <ul style="list-style-type: none"> <li>○ an introduction</li> <li>○ a conclusion</li> </ul> </li> <li>⇒ Understanding and demonstrating how to plan an essay</li> <li>⇒ Review reference lists: content and format</li> </ul>	<b>W1</b>	Analyse and identify the requirements of a research essay question.
	<b>W2</b>	Plan and develop a full answer to a research essay question.
	<b>W3</b>	Write an academic essay.
	<b>W4</b>	Develop a thesis and position in response to a research essay question.
	<b>W5</b>	Use evidence to develop a position and answer a research essay question.
	<b>W6</b>	Draw a conclusion which answers the research essay question and is based on the evidence presented.
	<b>W7</b>	Use academic conventions to refer to sources used both in text (citations) and in a reference list.
SUBMIT PRE-WRITING TASK		

UNIT 3 – ORAL PRESENTATION OF RESULTS		
CONTENT	LOs	
<ul style="list-style-type: none"> <li>⇒ Analyse a model presentation for: <ul style="list-style-type: none"> <li>○ Content</li> <li>○ Structure</li> <li>○ Language</li> <li>○ Cohesion</li> <li>○ Pace and style</li> <li>○ Slides</li> </ul> </li> <li>⇒ Review task description and criteria</li> <li>⇒ Developing effective slides</li> <li>⇒ Practice presentation; peer feedback</li> <li>⇒ Formative feedback on practice presentation</li> </ul>	<b>P1</b>	Develop an academic presentation which presents the results of the research to a non-specialist audience.
	<b>P2</b>	Use slides to support a spoken presentation.
	<b>P3</b>	Refer to sources using academic conventions.
	<b>P4</b>	Use verbal and non-verbal communication to engage audience and maintain interest.
CONDUCT PRESENTATIONS		

UNIT 4 - WRITTEN PRESENTATION OF RESULTS		
CONTENT	LOs	
<ul style="list-style-type: none"> <li>⇒ Analyse a model essay</li> <li>⇒ Review task description and grading criteria</li> <li>⇒ Paragraph structure</li> <li>⇒ Source integration and critical analysis/voice</li> <li>⇒ How to build an argument</li> <li>⇒ Review how to write an introduction and conclusion</li> <li>⇒ How to achieve an academic tone</li> </ul>	<b>W1</b>	Analyse and identify the requirements of a research essay question.
	<b>W2</b>	Plan and develop a full answer to a research essay question.
	<b>W3</b>	Write an academic essay.
	<b>W4</b>	Develop a thesis and position in response to a research essay question.
	<b>W5</b>	Use evidence to develop a position and answer a research essay question.
	<b>W6</b>	Draw a conclusion which answers the research essay question and is based on the evidence presented.
	<b>W7</b>	Use academic conventions to refer to sources used both in text (citations) and in a reference list.
SUBMIT EXTENDED ESSAY		

# GLOBAL ISSUES AND ESSAY TITLES

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The module aims are organised around research into a global issue taken from the UN Sustainable Development Goals: <https://sdgs.un.org/goals>

The list of research essay questions which students may choose from are given below. The research essay questions are related to the sustainable development goals, but please note that not all of the development goals are covered in the given essay titles. Students should consult the essay titles at the start of the academic year to identify the development goal into which they will conduct research.

The essay titles must be used as given, without any changes to the wording:

1. Describe the current position regarding poverty in a country of your choice. Outline the major causes of poverty in this country and make recommendations as to how this can be solved.
2. Define food security. Why is this an issue in the 21<sup>st</sup> century? Choose a country to examine and discuss the causes of food insecurity in that country. Make recommendations as to how the country could improve food security.
3. Define wellbeing and explain the relationship between wellbeing and health. Choose one aspect of wellbeing, explain its importance and discuss how this can be successfully developed in a community.
4. Define and describe quality education, with reference to the UN sustainable goal. Choose a country and examine to what extent there is quality education. Propose changes to ensure a quality education is available.
5. Choose a country that has had success in promoting gender equality. Analyse the reasons for success in improving gender equality.
6. What are the challenges for developing countries in providing clean water and sanitation to its citizens. Make recommendations for improving access to sanitation and clean drinking water in that country.
7. Define clean energy and examine how clean the energy is in a country of your choice. Make recommendations for how the government can make the energy cleaner.
8. Define full and productive employment with reference to the UN sustainable goal. Choose a country and examine the extent to which employment is full and productive. Make recommendations for how the government can improve the employment in that country.

# APPENDIX A - EXEMPLAR TEACHING PLAN

Week	Content & Activities	Core Textbook Reference	Additional Materials
1	<p>Analyse what academic writing is.</p> <ul style="list-style-type: none"> <li>⇒ Give students samples of different genres of texts and ask them to identify samples of academic writing</li> <li>⇒ Teacher led analysis of a model text - highlighting features of academic writing: <ul style="list-style-type: none"> <li>○ Use of sources</li> <li>○ Use of language</li> <li>○ Use of organisation</li> <li>○ Citations and references</li> <li>○ Argument</li> <li>○ Cohesion</li> </ul> </li> </ul>	Unit 1 p.2	<p>Oxford EAP C1 Unit 1</p> <p><a href="https://libguides.shu.ac.uk/academicwriting#s-lg-box-14971907">https://libguides.shu.ac.uk/academicwriting#s-lg-box-14971907</a></p>
2	<p>Introduction to UN sustainable development goals.</p> <ul style="list-style-type: none"> <li>⇒ Students work in pairs to research and present an overview/summary of one of the goals</li> <li>⇒ A class discussion on which goals are relevant to their country and why</li> <li>⇒ Teacher-led analysis of how the sustainable development goals form the basis of the whole module by giving students an overview of the module assessments. Point out how the goals link to their research essay question</li> </ul>		<p><a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a></p>
3	<p>Question analysis and essay selection</p> <ul style="list-style-type: none"> <li>⇒ Based on the presentations of the sustainable development goals from the previous week, students can be assigned or choose a research essay question</li> </ul>		<p><a href="https://libguides.hull.ac.uk/essays/questions">https://libguides.hull.ac.uk/essays/questions</a></p> <p><a href="https://student.unsw.edu.au/answering-assignment-questions">https://student.unsw.edu.au/answering-assignment-questions</a></p>

	<ul style="list-style-type: none"> <li>⇒ Conduct class discussions or pair presentations on what students already know about their chosen research question</li> <li>⇒ Model an analysis of one of the questions to provide an example of what the essay contents might be</li> <li>⇒ Ask students in pairs to take an essay and analyse it for content</li> </ul>		
4	<p>What is a reliable source?</p> <ul style="list-style-type: none"> <li>⇒ Provide a variety of sources and after presentation on relevance and reliability students evaluate the sources. This can be done individually, in pairs or groups</li> <li>⇒ Explain how to find a reliable source</li> <li>⇒ Students work individually on their own essay title to find a reliable source and present their explanation of why it is reliable to the class or group. At this point it is important to provide students with formative feedback and promote discussion around reliability and relevance of sources</li> </ul> <p>How to evaluate sources for relevance to the research essay question</p> <ul style="list-style-type: none"> <li>⇒ Students conduct another search for a reliable source but this time they evaluate its relevance to the essay question</li> <li>⇒ Teacher models a mini presentation on sources explaining why they are reliable and how they are relevant</li> <li>⇒ Conduct a workshop session where students work in groups to present their sources and explanation to their group why it is reliable and how it is relevant. Provide formative feedback and questions, as students present, to prompt more evaluation of sources</li> </ul>	<p><b>Unit 1 p.2</b></p> <p><b>Unit 1 p.2</b></p>	<p>Oxford EAP C1 Unit 9</p> <p><a href="https://libguides.mmu.ac.uk/evaluatingsources">https://libguides.mmu.ac.uk/evaluatingsources</a></p> <p>Oxford EAP C1 Unit 9</p>



5	<p>Critical and Active Reading</p> <ul style="list-style-type: none"> <li>⇒ Demonstrate critical reading with a think aloud protocol. This is where the teacher reads a text aloud and explains their thinking and actions as they read to show students what is usually invisible</li> <li>⇒ Ask students to repeat this in groups</li> <li>⇒ Provide the opportunity for students to critically read one or two of their selected sources. Provide guidance and prompting as students actively engage with their sources</li> </ul>		<p>Oxford EAP C1 Unit 10 Oxford EAP C1 Unit 12 <a href="https://help.open.ac.uk/critical-reading-techniques">https://help.open.ac.uk/critical-reading-techniques</a> <a href="https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/speakinglistening/Pages/teachingpracmodelling.aspx">https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/speakinglistening/Pages/teachingpracmodelling.aspx</a></p>
6	<p>Examine a model Annotated Bibliography</p> <ul style="list-style-type: none"> <li>⇒ Analyse the marking criteria and ask students to grade a sample bibliography</li> <li>⇒ Guide students through the sample and the criteria</li> <li>⇒ Highlight the sample to demonstrate features of the Annotated Bibliography task</li> </ul>		<p>See example marked Annotated Bibliographies available to download from the NCUK Teachers' Hub</p>
7	<p>Reference lists</p> <ul style="list-style-type: none"> <li>⇒ Explore what a reference list is, highlight the essential components of a reference list and how to reference a book, article and webpage</li> <li>⇒ Start with an analysis of a range of references and a reference list</li> <li>⇒ Make the purpose of a reference list clear</li> <li>⇒ Introduce an online reference generator and MS Word referencing</li> </ul>	<p><b>Unit 2.1 pp. 11-13</b></p>	<p><a href="https://intranet.birmingham.ac.uk/as/libraryservices/library/referencing/icite/harvard/referencelist.aspx">https://intranet.birmingham.ac.uk/as/libraryservices/library/referencing/icite/harvard/referencelist.aspx</a>  <a href="https://subjects.library.manchester.ac.uk/referencing/referencing-harvard">https://subjects.library.manchester.ac.uk/referencing/referencing-harvard</a>  <a href="https://www.qub.ac.uk/cite2write/harvard3l.html">https://www.qub.ac.uk/cite2write/harvard3l.html</a></p>
8	<p>How to refer to sources using in-text citations and how to avoid plagiarism.</p> <ul style="list-style-type: none"> <li>⇒ Start with an analysis of text with citations</li> <li>⇒ Notice the different styles of author led and citation led sentences</li> <li>⇒ Analyse successful and unsuccessful paraphrasing and reference to texts which may be deemed plagiarism</li> </ul>	<p><b>Unit 2.1 pp. 11-13</b></p>	<p>Oxford EAP C1 Unit 5 <a href="https://www.librarydevelopment.group.shef.ac.uk/referencing/harvard.html">https://www.librarydevelopment.group.shef.ac.uk/referencing/harvard.html</a></p>

9	<p>How to refer to sources using quotations and reporting verbs.</p> <ul style="list-style-type: none"> <li>⇒ Make sure students understand that choice of reporting verb is using their critical voice</li> <li>⇒ Analyse short pieces of academic writing and identify the role of reporting verbs</li> <li>⇒ Give short practice writing tasks for students to practice using different reporting verbs</li> </ul>	Unit 2.2 pp. 13-15	<p>Oxford EAP C1 Unit 5</p> <p><a href="https://libguides.shu.ac.uk/academicwriting#Reporting%20verbs">https://libguides.shu.ac.uk/academicwriting#Reporting%20verbs</a></p>
10	<p>How to paraphrase and summarise sources. How to write a summary</p> <ul style="list-style-type: none"> <li>⇒ Start by looking at a sample summary and the original text and ask students to notice how the writer has summarised the original text</li> <li>⇒ Give students a range of examples of summaries and paraphrase and ask them to identify successful and unsuccessful attempts</li> <li>⇒ Give time for practice summary and paraphrase writing tasks followed by peer review and discussion</li> <li>⇒ Build practice paraphrasing at every opportunity as a quick classroom activity</li> </ul>	Unit 2.3 pp. 15-17	<p>Oxford EAP C1 Unit 5</p> <p>Oxford EAP C1 Unit 6</p> <p><a href="https://www.bradford.ac.uk/library/find-out-about/plagiarism/avoiding-plagiarism/">https://www.bradford.ac.uk/library/find-out-about/plagiarism/avoiding-plagiarism/</a></p> <p><a href="https://www.ucl.ac.uk/ioe-writing-centre/reference-effectively-avoid-plagiarism/avoiding-plagiarism">https://www.ucl.ac.uk/ioe-writing-centre/reference-effectively-avoid-plagiarism/avoiding-plagiarism</a></p>
11	<ul style="list-style-type: none"> <li>⇒ Students Produce an Annotated Bibliography for one source. Peers and teacher give feedback based on the grading criteria</li> <li>⇒ Students work on further sources for Annotated Bibliography</li> <li>⇒ Teacher to give further instruction as required</li> </ul>		<p>Use NCUK syllabus, student task guide and marking criteria for the Annotated Bibliography</p> <p>Oxford EAP C1 Unit 9</p>
12	Further work on and submission of Annotated Bibliography (During this week conduct workshops where any issues identified by students are reviewed)		

13	<p>Explore what a position essay, position and thesis is.</p> <ul style="list-style-type: none"> <li>⇒ Give students samples of essays and ask them to identify the thesis statement, position and argument</li> <li>⇒ Ask students to produce a thesis statement for their own research question</li> <li>⇒ Use peer and teacher feedback to give formative feedback</li> <li>⇒ Analyse the grading criteria that refers to thesis statement, position, argument and essay format</li> <li>⇒ Grade sample essays based on the grading criteria for 'presentation of research findings'</li> </ul>	<p><b>Unit 1 p.2</b></p> <p><b>Unit 2.3</b></p>	<p>Oxford EAP C1 Unit 2</p> <p><a href="https://libguides.hull.ac.uk/criticalwriting/deciding-your-position">https://libguides.hull.ac.uk/criticalwriting/deciding-your-position</a></p>
14	<p>How to build an argument.</p> <ul style="list-style-type: none"> <li>⇒ Discuss and give examples of successful writing with a good argument</li> <li>⇒ Analyse how the writer achieved this</li> <li>⇒ Students then work on their own plan which includes development of an argument. Include peer and teacher feedback</li> <li>⇒ Make sure students understand this should refer back to the thesis statement</li> </ul>	<p><b>Unit 2.1 p. 136</b></p> <p><b>Unit 4 p. 147</b></p>	<p><a href="https://www.sheffield.ac.uk/ssid/301/study-skills/writing/developing-argument">https://www.sheffield.ac.uk/ssid/301/study-skills/writing/developing-argument</a></p>
15	<p>How to develop a paragraph.</p> <ul style="list-style-type: none"> <li>⇒ Demonstrate the parts of an effective paragraph with several successful samples</li> <li>⇒ Ask students to work in pairs to identify the parts of a successful paragraph</li> <li>⇒ Give samples of less successful paragraphs and ask students to identify/add missing features</li> <li>⇒ Ask students to work on one paragraph and then peer and teacher review</li> </ul>		<p><a href="https://www.languagecentre.manchester.ac.uk/resources/online-resources/online-skills-development/academic-english/academic-writing/paragraph-structure/">https://www.languagecentre.manchester.ac.uk/resources/online-resources/online-skills-development/academic-english/academic-writing/paragraph-structure/</a></p> <p><a href="https://libguides.bham.ac.uk/asc/paragraphs">https://libguides.bham.ac.uk/asc/paragraphs</a></p> <p><a href="https://library.leeds.ac.uk/info/14011/writing/112/essay_writing/6">https://library.leeds.ac.uk/info/14011/writing/112/essay_writing/6</a></p> <p><a href="https://libguides.hull.ac.uk/essays/main">https://libguides.hull.ac.uk/essays/main</a></p>

<b>16</b>	<p>How to develop cohesion</p> <ul style="list-style-type: none"> <li>⇒ Introduce the idea of cohesion with examples from the textbook and successful student work</li> <li>⇒ Ask students to work in pairs to identify different methods of cohesion in sample work</li> <li>⇒ Practise using different types of cohesion (repletion, parallelism, logical connectors, reference pronouns)</li> </ul>	<b>Unit 4.1pp30-34</b>	<p><a href="https://www.eapfoundation.com/writing/cohesion/#:~:text=One%20way%20to%20achieve%20cohesion,important%20feature%20of%20academic%20writing">https://www.eapfoundation.com/writing/cohesion/#:~:text=One%20way%20to%20achieve%20cohesion,important%20feature%20of%20academic%20writing</a></p>
<b>17</b>	<p>Explore what the purpose and content of an introduction and conclusion is</p> <ul style="list-style-type: none"> <li>⇒ Present and analyse good examples, identifying the features of both</li> <li>⇒ Show how the introduction, argument and conclusion should all be consistent. Give students examples mixed from several essays and ask them to match up the introduction and conclusion</li> <li>⇒ Students write a draft introduction and conclusion for their research question</li> <li>⇒ Peer and teacher feedback on draft work</li> </ul>	<b>Unit 3</b>	<p>Oxford EAP C1 Unit 1 Oxford EAP C1 Unit 3</p> <p><a href="https://libguides.hull.ac.uk/essays/intros">https://libguides.hull.ac.uk/essays/intros</a></p> <p><a href="https://libguides.hull.ac.uk/essays/conclusions">https://libguides.hull.ac.uk/essays/conclusions</a></p>
<b>18</b>	<p>Look at how to plan an essay by reviewing samples of good plans</p> <ul style="list-style-type: none"> <li>⇒ Ask students to start working on their plans</li> <li>⇒ Review reference lists</li> </ul>	<b>Unit 3</b>	<p>Oxford EAP C1 Unit 4</p> <p><a href="https://www.sheffield.ac.uk/ssid/301/study-skills/writing/structure-planning">https://www.sheffield.ac.uk/ssid/301/study-skills/writing/structure-planning</a></p> <p><a href="http://www.sussex.ac.uk/skillshub/s3_uploaded/Structure%20of%20an%20Essay.pdf">http://www.sussex.ac.uk/skillshub/s3_uploaded/Structure%20of%20an%20Essay.pdf</a></p> <p><a href="https://libguides.bham.ac.uk/asc/essayplanning">https://libguides.bham.ac.uk/asc/essayplanning</a></p>
<b>19</b>	<b>Submission of Pre-Writing Task (During this week conduct writing workshops where any issues identified by students are reviewed)</b>		
<b>20</b>	<ul style="list-style-type: none"> <li>⇒ Explore what an effective presentation is</li> </ul>		<p>Oxford EAP C1 Unit 7 Oxford EAP C1 Unit 10</p>

	<ul style="list-style-type: none"> <li>⇒ Review task description and grading criteria</li> <li>⇒ Use sample presentations and grading criteria to identify aspects of successful and unsuccessful presentations</li> </ul>		Oxford EAP C1 Unit 12
21	<p>Developing effective slides</p> <ul style="list-style-type: none"> <li>⇒ Analyse samples of effective slides</li> <li>⇒ Identify the features which make slides effective</li> <li>⇒ Students start developing their own slides. Teacher feedback on common errors</li> </ul>		<p>Oxford EAP C1 Unit 7 Oxford EAP C1 Unit 10 Oxford EAP C1 Unit 12</p> <p><a href="https://libguides.hull.ac.uk/present/PresDes">https://libguides.hull.ac.uk/present/PresDes</a></p> <p><a href="https://libguides.hull.ac.uk/present/presenting">https://libguides.hull.ac.uk/present/presenting</a></p>
22	<p>How to structure a presentation.</p> <ul style="list-style-type: none"> <li>⇒ Watch a successful presentation and ask student to provide the structure</li> <li>⇒ Analyse why the structure is successful</li> <li>⇒ Students work on their own presentations</li> </ul>		<p><a href="https://library.leeds.ac.uk/info/1401/academic_skills/130/presentations_oral">https://library.leeds.ac.uk/info/1401/academic_skills/130/presentations_oral</a></p> <p><a href="https://www.escholar.manchester.ac.uk/learning-objects/mle/presentations/design/story_html5.html">https://www.escholar.manchester.ac.uk/learning-objects/mle/presentations/design/story_html5.html</a></p> <p><a href="https://libguides.hull.ac.uk/present/structure">https://libguides.hull.ac.uk/present/structure</a></p>
23	<ul style="list-style-type: none"> <li>⇒ Practice presentations with peer feedback</li> <li>⇒ In groups give mini presentations and peers give feedback</li> </ul>		<p>Oxford EAP C1 Unit 7 Oxford EAP C1 Unit 10 Oxford EAP C1 Unit 12</p>
24	<b>Presentations</b>		
25	<p>Academic language and phrases</p> <ul style="list-style-type: none"> <li>⇒ Based on formative feedback on student work address the main errors students face with language e.g. <ul style="list-style-type: none"> <li>○ Use of tenses: focus on present simple and simple past tense</li> <li>○ Articles</li> <li>○ Subject verb agreement</li> <li>○ Incomplete and run on sentences</li> </ul> </li> </ul>	Unit 5	<p><a href="https://www.phrasebank.manchester.ac.uk/">https://www.phrasebank.manchester.ac.uk/</a></p>

	<ul style="list-style-type: none"> <li>○ Loss of sentence control in long sentences</li> </ul> <p>⇒ Present the University of Manchester Phrasebank and discuss ideas for using formulaic language in students' writing</p>		
26	<p>⇒ Review model essays</p> <p>⇒ Review task description and grading criteria</p> <p>⇒ Ask students to grade essays and analyse the features of successful essays</p> <p>⇒ Review key components of successful academic writing:</p> <ul style="list-style-type: none"> <li>○ Academic tone and style</li> <li>○ Reference to and use of sources</li> <li>○ Structure and layout</li> <li>○ Coherent flow</li> <li>○ Accurate language</li> </ul>	Units 1-5	Use NCUK syllabus, student task guide and marking criteria for the Extended Essay
27	<p>Review:</p> <p>⇒ How to structure a paragraph and include critical voice and evaluative language</p> <p>⇒ Analyse sample paragraphs to show where the writer has shown their critical voice</p> <p>⇒ Identify ways that writers can analyse, synthesise and evaluate ideas and evidence</p> <p>⇒ Ask students to conduct peer reviews to identify where students have used critical voice</p>		<p>Oxford EAP C1 Unit 2</p> <p>Oxford EAP C1 Unit 5</p> <p>Oxford EAP C1 Unit 9</p> <p><a href="https://www.phrasebank.manchester.ac.uk/being-critical/">https://www.phrasebank.manchester.ac.uk/being-critical/</a></p> <p><a href="https://www.plymouth.ac.uk/uploads/production/document/path/1/1710/Critical_Thinking.pdf">https://www.plymouth.ac.uk/uploads/production/document/path/1/1710/Critical_Thinking.pdf</a></p> <p><a href="https://www.eapfoundation.com/writing/critical/">https://www.eapfoundation.com/writing/critical/</a></p> <p><a href="https://libguides.shu.ac.uk/academicwriting#s-lg-box-14972440">https://libguides.shu.ac.uk/academicwriting#s-lg-box-14972440</a></p>
28	<p>Review:</p> <p>⇒ how to build an argument</p>	<p>Unit 2.1 p. 136</p> <p>Unit 4 p. 147</p>	<p>Oxford EAP C1 Unit 5</p> <p>Oxford EAP C1 Unit 2</p>

	<p>⇒ Peer review of draft to identify thesis and follow the writer's argument</p>		<p><a href="https://library.leeds.ac.uk/info/14011/writing/106/academic_writing/8">https://library.leeds.ac.uk/info/14011/writing/106/academic_writing/8</a></p> <p><a href="https://www.kent.ac.uk/learning/documents/student-support/value-map/valuemap1516/constructinganargument311015alg.pdf">https://www.kent.ac.uk/learning/documents/student-support/value-map/valuemap1516/constructinganargument311015alg.pdf</a></p> <p><a href="http://www.sussex.ac.uk/skillshub/?id=357">http://www.sussex.ac.uk/skillshub/?id=357</a></p>
<b>29</b>	<p>General review</p> <p>⇒ How to write an introduction and conclusion</p> <p>⇒ Peer review of writing</p> <p>⇒ Review how to achieve academic tone</p>	<b>Unit 3</b>	<p>Oxford EAP C1 Unit 1</p> <p>Oxford EAP C1 Unit 3</p>

**30**      **Essay Submission (During this week conduct writing workshops where any issues identified by students are reviewed)**

## APPENDIX B – MARKING GUIDANCE

To facilitate the work of markers and achieve greater consistency and reliability, scores for each grade band can only be awarded at the different points specified here:

Grade	Score												
A *	88	A	78	B	68	C	58	D	48	E	38 35	U	30
	85		75		65		55		45				15
	82		72		62		52		42				0

For example, markers can choose to award either 52 (low C), 55 (solid C) or 58 (high C) if they feel a candidate is meeting the criteria for a C band, rather award a full spectrum of scores from 50 to 59.

When allocating an appropriate score, markers should consider the following points. The illustrative examples here are for the C band and are not exhaustive.

- ⇒ Teachers should highlight the relevant descriptor for each criterion when marking. Based on the spread of the highlighted descriptors, an appropriate score should be awarded.
- ⇒ A score of 52 signals a low C. This means that student work is just meeting the standard for a C. For example, highlighted descriptors may be a combination of solid C characteristics with one or two from the D band. In this instance, markers should also refer to the descriptors of band D when deciding on the appropriate score to allocate, as the candidate falls between a high D (48) and a low C (52).
- ⇒ A score of 55 implies a solid C. This implies the student has achieved all the descriptors in the C band at an acceptable level.
- ⇒ A score of 58 denotes a strong C. The work should clearly meet all the C-level descriptors and may show some of the characteristics from the B band. Markers should refer to the B band descriptors when awarding the scores as they are wavering between a low B (62) and a high C.

C	58	<ul style="list-style-type: none"> <li>Grammatical and lexical range is limited.</li> <li>Some accuracy, including spelling, tenses and punctuation. Some systemic errors but they do not compromise comprehension.</li> <li>Cohesion is evident but is repetitive and/or inaccurate.</li> <li>Meaning is sometimes unclear.</li> </ul>
	55	
	52	<ul style="list-style-type: none"> <li>Grammatical and lexical range is very limited.</li> <li>Accuracy is limited and errors are frequent leading to meaning breaking down in several places.</li> <li>Cohesion is limited, repetitive and inaccurate.</li> <li>Meaning often unclear.</li> </ul>
D	48	
	45	
	42	

### Calculation of Final Marks

Here are the scores for a student's EAP Reading-into-Writing Essay Task. For each component, the student has been scored at one of the specified points.

The **weighted scores** have then been calculated. For example, the **final mark** for **Task Fulfilment** has been calculated as:

$$68 \times 0.4 = 27.2$$

The weighted scores have then been added together to calculate the overall final mark for the assessment. In this case 68.3%:

$$27.2 + 19.5 + 21.6 = 68.3\%$$

Please note that when calculating **weighted scores** and final overall marks, these must not be rounded. Instead, these scores must be recorded up to two decimal places.

Marker 1				
Component	Component Mark	Weighting		Final Mark
Task Fulfilment	68	x 0.4	=	27.2
Reference to Sources	65	x 0.3	=	19.5
Language	72	x 0.3	=	21.6
Total				68.3%



# APPENDIX C – ANNOTATED BIBLIOGRAPHY

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## ANNOTATED BIBLIOGRAPHY NOTES FOR TEACHERS

The primary aim of this task is for students to start reading around their research essay topic to develop their knowledge and understanding of it, as well as to engage with different positions and arguments. Students should be introduced to a range of source types which are relevant to their subjects, such as textbooks, scholarly books, journal articles, official reports (e.g. government or NGO white papers, annual reports) and professional magazine articles. Relevant columns of some quality newspapers (e.g. Financial Times) may also be appropriate. Students will need to select texts which they deem relevant and reliable for the task.

### Feedback on this task

Feedback to students on their performance should help guide students to selecting appropriate further texts for their research essay.

**The word limit is 300 words (maximum) for each of the three annotated bibliographies. Students will need to provide a reference in Harvard style for each text and a cover sheet.**

## ANNOTATED BIBLIOGRAPHY – STUDENT TASK GUIDE

Weighting	20% of final grade
Task Description	<p>This assessment will be linked to the essay question that you have chosen.</p> <p><b>1. Selection</b> Prepare by reading and finding sources to learn about your topic. Choose 3 texts which are relevant for your topic and are reliable sources of information for your essay.</p> <p><b>2. Annotated Bibliography</b> Write an Annotated Bibliography comprising of one entry for each of the 3 sources you have selected. The entries should be arranged in alphabetical order, and each entry should consist of a paragraph of <b>no more than 300 words</b> which:</p> <ul style="list-style-type: none"> <li>⇒ outlines the content of the text in general, rather than specific detail</li> <li>⇒ identifies the position/ the author(s) of the text holds and evidence presented</li> <li>⇒ identifies any conclusions made by the author(s)</li> <li>⇒ explains the relevance of the text to your research</li> <li>⇒ identifies which sections of the text address which parts of the research essay question. The questions have more than one section, which may require you to select different sources to address all sections of the question</li> <li>⇒ explains any limitations and/or strengths of the source. These may include: <ul style="list-style-type: none"> <li>○ The scope of a study (e.g. study size)</li> <li>○ Study focus (narrow v wide etc.)</li> <li>○ Bias/objectivity of the author</li> <li>○ The currency of the information</li> <li>○ Perspectives covered/omitted</li> <li>○ Specificity/generalisation in the argument(s)</li> </ul> </li> </ul> <p><b>3. References</b> Produce a correctly formatted reference list for all your sources, in alphabetical order and in the Harvard referencing style. <b>Refer to the Harvard Referencing Guide in the NCUK Academic Handbook.</b> Your teacher will provide full details.</p> <p><b>4. Cover Sheet</b> Produce a cover sheet which clearly states the essay title you are working on and which also includes your personal details.</p>

# ANNOTATED BIBLIOGRAPHY GRADING CRITERIA

Student's Name:		Student's ID:		
Annotated Bibliography Grading Criteria				
		Annotated Bibliography 80%	Text Selection 10%	References 10%
A*	88	<ul style="list-style-type: none"><li>• All aspects of an A plus:</li><li>• An exceptional awareness of usefulness and limitations of all sources.</li></ul>	All aspects of an A plus:	<ul style="list-style-type: none"><li>• No errors on the reference list.</li></ul>
	85			
	82			
A	78	<ul style="list-style-type: none"><li>• All three annotations address all required areas: content/scope, author's position and argument, main conclusions, relevance to own research, limitations.</li><li>• All annotations provide an excellently informative overview of the usefulness of the sources for the topic researched.</li><li>• All annotations are very well-developed, coherent, concise and clear.</li><li>• Language is complex and accurate.</li><li>• Source material is summarised and/or paraphrased very effectively.</li><li>• All annotations are within the word limit.</li></ul>	Texts selected are:	<ul style="list-style-type: none"><li>• The reference list is complete with 3 different sources.</li><li>• The list contains very few minor errors.</li></ul>
	75			
	72			
B	68	<ul style="list-style-type: none"><li>• All three annotations address all required areas: content/scope, author's position and argument, main conclusions, relevance to own research, limitations.</li><li>• All annotations provide a very informative overview of the usefulness of the sources for the topic researched.</li><li>• All annotations are well-developed, coherent, concise and clear.</li><li>• Language is mainly accurate and has some complexity.</li><li>• Source material is summarised and/or paraphrased effectively.</li><li>• All annotations are within the word limit.</li></ul>	Texts selected are:	<ul style="list-style-type: none"><li>• The reference list is complete with 3 different sources.</li><li>• The list contains few individual errors which do not impede location of sources.</li></ul>
	65			
	62			
C	58	<ul style="list-style-type: none"><li>• All three annotations address all required areas: content/scope, author's position and argument, main conclusions, relevance to own research, limitations.</li><li>• All annotations provide a good informative overview of the usefulness of the sources for the topic researched.</li><li>• All annotations are fairly well-developed, coherent, concise and clear.</li><li>• Language is not always accurate, with complex language limited/less accurate.</li><li>• Source material is summarised and/or paraphrased adequately.</li><li>• One annotation is over/under the word limit.</li></ul>	Texts selected are:	<ul style="list-style-type: none"><li>• The reference list is complete with 3 different sources.</li><li>• The list contains some recurring error types which still allow sources to be located.</li></ul>
	55			
	52			

D	48 45 42	<ul style="list-style-type: none"> <li>Two of the annotations address all required areas: content/scope, author's position and argument, main conclusions, relevance to own research, limitations.</li> <li>Two of the annotations provide an adequately informative overview of the usefulness of the sources for the topic researched.</li> <li>Two of the annotations are adequately developed, coherent, concise and clear.</li> <li>Language lacks accuracy, with complex language very limited/mostly inaccurate</li> <li>Summarising/paraphrasing is attempted, but there is reliance on source texts.</li> <li>Two annotations are over/under the word limit.</li> </ul>	<ul style="list-style-type: none"> <li>Texts selected have a limited relevance for the essay title.</li> <li>Sources have limited reliability for essay title.</li> </ul>	<ul style="list-style-type: none"> <li>The reference list is complete with 3 different sources.</li> <li>The list contains numerous errors and error types which still allow sources to be located.</li> </ul>
	38 35	<ul style="list-style-type: none"> <li>One of the annotations addresses all required areas: content/scope, author's position and argument, main conclusions, relevance to own research, limitations.</li> <li>Annotations provide an inadequate overview of the usefulness of the sources for the topic researched.</li> <li>Annotations are inadequately developed, coherent, concise or clear.</li> <li>Basic language dominates and may be inaccurate.</li> <li>Summarising/paraphrasing is inadequate. There is over-reliance on source texts.</li> <li>Three annotations are over/under the word limit.</li> </ul>	<ul style="list-style-type: none"> <li>Texts selected are not relevant for the essay title.</li> <li>Sources are not reliable.</li> </ul>	<ul style="list-style-type: none"> <li>The reference list is incomplete and/or contains several errors which prevent sources from being located.</li> </ul>
	30 15 0	<ul style="list-style-type: none"> <li>Work at this level fails across all criteria and shows no (0) /extremely limited (15) / limited engagement (30) with the task.</li> </ul>		

\* The relevant criteria must be highlighted by the marker(s).

## Student Grading and Feedback Sheet – Annotated Bibliography

Student Name				Student ID						
Comments	Annotated Bibliography									
	Text Selection									
	References									
		Marker 1				Marker 2				
Final Mark Calculation	Component	Component Mark	Weighting		Final Mark	Component Mark	Weighting		Final Mark	
	Annotated Bibliography		x 0.8	=			x 0.8	=		
	Text Selection		x 0.1	=			x 0.1	=		
	References		x 0.1	=			x 0.1	=		
Total						Total				
Marker 1 Name				Marker 2 Name						

# APPENDIX D – PRE-WRITING TASK

## PRE-WRITING TASK – TEACHER NOTES

The purpose of this task is to help students scaffold their Extended Essay writing by organising their ideas and sources into a detailed essay plan. Outlining how they will support each section with sources will encourage students to understand that academic writing is based on the literature of other writers.

It is important that students develop plans which reflect their own style of organisation and information management. No templates have been given as this is a personal activity. Students should be made aware that the style in which they plan is not important, provided that their plan includes all of the necessary elements for this assessment and thus serves as a useful tool to develop the full essay.

Students should plan each body paragraph or section of the essay, including details of the introduction, with a thesis statement, and a conclusion. It is also a good idea to encourage students to develop a topic sentence for each paragraph. By thinking through their response at this point, they can receive formative feedback on how well their plan answers the question and how well their argument is constructed and fits their position. It is also important to explain to students that, while detail is important, their paragraphs should not be overloaded with information. The descriptor “Each paragraph or section has a clear central topic, which is fully supported and developed whilst not over ambitious” refers to this.

The more work that can be done at this stage, the easier the final essay writing will be.

**Referencing:** Refer to the Harvard Referencing Guide in the Academic Handbook for NCUK guidelines on this. Using online Harvard Reference Guides to support assessment writing can also be beneficial. When referencing, the main objectives are clarity, consistency, accuracy of key information and ability to locate the source.

## PRE-WRITING TASK – STUDENT TASK GUIDE

<b>Weighting</b>	<b>15% of final grade</b>
<b>Task Description</b>	<p>You will work on the planning of your Extended Essay. You will need to read a minimum of 6 texts which are appropriate for the topic of the essay. You will have already selected three for the Annotated Bibliography, so you will need to select another three to complete this task. These may be journal/professional magazine/newspaper articles, book chapters, reliable internet sources, etc. You need to make sure that all the sources are reliable and relevant to your essay question. Although the minimum number of sources for this task is set at 6, it is recommended that you read as widely as is necessary for the research essay. To complete this task, you need to complete the following:</p> <p><b>1. Reference List</b> Produce a correctly formatted reference list for all your sources, in alphabetical order and in the Harvard referencing style. <b>Refer to the Harvard Referencing Guide in the NCUK Academic Handbook.</b> Your teacher will provide full details.</p> <p><b>2. Plan</b> Produce a plan of your essay. Your plan must include:</p> <ul style="list-style-type: none"> <li>⇒ a clear outline of your introduction, with your draft thesis statement.</li> <li>⇒ an outline of each body paragraph or section with details of the sources you will refer to and a paraphrase or summary of key ideas.</li> <li>⇒ a clear outline of your conclusion and your draft answer to the question.</li> </ul> <p>You can choose the style of your plan. For example, this could be a table, a mind map, spider-diagram or linear notes.</p> <p><b>Important:</b> You should clearly state the research essay question that this task relates to.</p>

## PRE-WRITING TASK GRADING CRITERIA

Student's Name:		Student's ID:	
Pre-Writing Task: Grading Criteria			
		Plan 50%	Use of Sources 50%
A*	88 85 82	<ul style="list-style-type: none"><li>• All aspects of an A, plus:</li><li>• The plan provides an exceptionally good blueprint for writing a good response to the assignment task.</li></ul>	<ul style="list-style-type: none"><li>• All aspects of an A, plus:</li><li>• The list of key ideas demonstrates an exceptionally high level of understanding of the sources, and there is sophistication in how the sources will be used in the assignment.</li></ul>
A	78 75 72	<ul style="list-style-type: none"><li>• The overall structure of the plan is logical and very detailed.</li><li>• The introduction includes a relevant thesis statement.</li><li>• The internal structure of paragraphs or sections is detailed and highly relevant.</li><li>• Each paragraph or section has a clear central topic, which is fully supported and developed whilst not over ambitious.</li><li>• The draft conclusion shows a developed position on the question.</li></ul>	<ul style="list-style-type: none"><li>• More than 6 sources are read.</li><li>• There is a very clear indication of how sources will be used throughout the assignment.</li><li>• Key points from sources are accurately identified and paraphrased very effectively.</li><li>• There is a good amount of evidence of synthesis of sources.</li><li>• The sources used are all reliable and relevant.</li><li>• The reference list is complete, accurate and correctly formatted.</li></ul>
B	68 65 62	<ul style="list-style-type: none"><li>• The overall structure of the plan is logical and detailed.</li><li>• The introduction includes a developing thesis statement.</li><li>• The internal structure of paragraphs or sections is detailed and relevant.</li><li>• Most paragraphs or sections have a clear central topic, which is mostly supported and developed whilst not over ambitious.</li><li>• The draft conclusion shows a developing position on the question.</li></ul>	<ul style="list-style-type: none"><li>• 6 sources are included.</li><li>• There is a clear indication of how sources will be used in the assignment.</li><li>• Key points from sources are identified and paraphrased effectively.</li><li>• There is some evidence of good synthesis of sources.</li><li>• The sources used are mostly reliable and relevant</li><li>• The reference list is complete but the formatting contains 1 or 2 minor types of errors which still allow for sources to be located.</li></ul>
C	58 55 52	<ul style="list-style-type: none"><li>• The overall structure of the plan is logical but may occasionally lack detail.</li><li>• The introduction includes an attempt at a thesis statement</li><li>• The internal structure of paragraphs or sections is mostly detailed and relevant.</li><li>• Some paragraphs or sections have a clear central topic, which is mostly supported and developed.</li><li>• The draft conclusion shows a limited position on the question.</li></ul>	<ul style="list-style-type: none"><li>• 6 sources are included.</li><li>• There is a generally clear indication of how sources will be used for most of the assignment.</li><li>• Most key points from sources identified and paraphrased adequately.</li><li>• There is an attempt at synthesis of sources but inaccurate or unsuccessful.</li><li>• The sources used are mostly reliable and appropriate.</li><li>• The reference list is complete but the formatting contains 3 or 4 minor types of errors which still allow source to be located.</li></ul>
D	48 45 42	<ul style="list-style-type: none"><li>• The overall structure of the plan is generally logical but is insufficiently detailed.</li><li>• There is an introduction but very limited attempt at a thesis statement.</li><li>• The internal structure of paragraphs or sections is lacking detail and relevance.</li><li>• Some paragraphs or sections have a clear central topic but lack support and development.</li><li>• The conclusion shows a limited attempt at a position on the question.</li></ul>	<ul style="list-style-type: none"><li>• 4-5 sources are included.</li><li>• It is not always clear how source material will be used in the assignment.</li><li>• Some key points from sources identified. Paraphrasing is attempted, but there is over-reliance on materials from the texts.</li><li>• There is no evidence of synthesis.</li><li>• The sources used are predominantly unreliable or inappropriate.</li><li>• The reference list is complete but the formatting contains 3 or 4 errors which may make it difficult to locate the source.</li></ul>
E	38	<ul style="list-style-type: none"><li>• An overall structure is indicated but may not be logical.</li></ul>	<ul style="list-style-type: none"><li>• 2-3 sources are included.</li></ul>



	35	<ul style="list-style-type: none"> <li>• There is a limited introduction with no thesis statement.</li> <li>• No clear internal structure of paragraphs or sections.</li> <li>• Extremely limited detail or relevance.</li> <li>• Paragraphs or sections lack a clear central topic, support and development.</li> <li>• The conclusion shows no attempt at a position on the question.</li> </ul>	<ul style="list-style-type: none"> <li>• There may be little indication of how source material will be used in the assignment.</li> <li>• Key points from sources are not clear. Paraphrasing is inadequate as there is a lot of material copied from the texts.</li> <li>• The sources used may be inappropriate.</li> <li>• Reference list is incomplete and/or contains several errors of formatting and referencing which prevent the source being located.</li> </ul>
U	30 15 0	<ul style="list-style-type: none"> <li>• The structure is illogical.</li> <li>• Main ideas may be difficult to distinguish from support or support and development of ideas may be missing.</li> </ul>	<ul style="list-style-type: none"> <li>• 1 source is read.</li> <li>• It is not clear how source material will be used in the assignment.</li> <li>• The sources used are not appropriate.</li> <li>• Reference list is missing and/or largely inaccurate.</li> </ul>

\* The relevant criteria must be highlighted by the marker(s).

## Student Grading and Feedback Sheet – Pre-Writing Task

Student Name		Student ID					
Comments	Plan						
	Use of Sources						
<div> <div>Marker 1</div> <div>Marker 2</div> </div>							
Final Mark Calculation	Component	Component Mark	Weighting	Final Mark	Component Mark	Weighting	Final Mark
	Plan		x 0.5 =			x 0.5 =	
	Reading & Reference List		x 0.5 =			x 0.5 =	
Total					Total		
Marker 1 Name		Marker 2 Name					

# APPENDIX E – PRESENTATION

## PRESENTATION NOTES FOR TEACHERS

**Students must ensure their presentation is not under or over length** as this will affect the grading of the presentation.

Speech rate is an important element of effective communication. There can be a tendency for students who learn their presentations by heart to speak so fast that it affects comprehension. It also makes the presenters appear to have reduced sensitivity to the needs of the audience as their aim seems to be to get through the presentation as fast as possible, but without due concern whether the audience's interest is maintained or not. Students need to be taught to develop flexibility and to mix and match pace appropriately to suit the content and the audience. It is also important to enable students to check on pronunciation of key terms through use of an online dictionary.

In addition to structure and delivery of their presentation, it is important that students are taught how to prepare effective slides. Students need to be made aware that the same referencing rules apply to slides as to written work. All adopted/directly quoted material (e.g. statistics, graphs, charts, tables, numerical and other relevant data) must be appropriately referenced on the slides where they appear including the same source information as in-text referencing. It is not enough to merely include the sources in the reference list. In addition, it is important for students to understand what makes slides effective such as:

- ⇒ Bullets should be short and easy to read; bullets are not over-long
- ⇒ There should be spacing between bullets and the space of slides is used well
- ⇒ Slides should not overloaded with bullets
- ⇒ All slides should have headings
- ⇒ Sub-headings, bold, colours, italics & underline should be used effectively

### Engaging Listeners

One of the descriptors refers to engaging listeners and this refers to several aspects of delivery:

- ⇒ Use of direct engagement such as rhetorical questions
- ⇒ Use of intonation stress and speed to stress points and ensure a lively delivery
- ⇒ Presenting information in an interesting manner

Referencing also applies to the spoken content of the presentation. Students can legitimately quote from a source verbatim, but they need to acknowledge the source in their speech. These sources also need to be included in the reference list.

**Referencing:** Refer to the Harvard Referencing Guide in the Academic Handbook for NCUK guidelines on this, though using online Harvard Reference Guides to support assessment writing can also be beneficial. When referencing, the main objectives are clarity, consistency, accuracy of key information and ability to locate the source.

**It is advised that there should be a mixture of questions from both the teacher(s) and the students in the Q&A part of the presentation.**

## PRESENTATION – STUDENT TASK GUIDE

Weighting	25% of final grade
Task Description	<p><b>1. Presentation</b></p> <p>You will prepare an oral presentation to present the results of your research. The presentation should:</p> <ul style="list-style-type: none"> <li>⇒ be given to an audience of your fellow students and teachers</li> <li>⇒ be clear to a non-specialist audience</li> <li>⇒ outline the sources, evidence and findings which are to be included in the extended essay</li> <li>⇒ show how the sources, evidence and findings were used to answer your research question</li> <li>⇒ show how the conclusion was reached</li> <li>⇒ show how any personal views have affected the conclusion</li> <li>⇒ include a variety of methods of presenting data, e.g. graphs, diagrams, quotations, which should be fully referenced</li> <li>⇒ should be <b>8-10 minutes <i>plus</i> time for 2-4 questions</b>; the questions will be asked by both your teacher(s) and your peers</li> </ul> <p><b>2. Reference List</b></p> <p>Produce a correctly formatted reference list for all your sources, in alphabetical order and in the Harvard referencing style. Refer to the Harvard Referencing Guide in the NCUK Academic Handbook. Your teacher will provide full details.</p>

# PRESENTATION GRADING CRITERIA

Student's Name:		Student's ID:		
Presentation Grading Criteria				
		Content 40%	Organisation 20%	Communication 40%
A*	88	<ul style="list-style-type: none"><li>Provides evidence of eminently extensive research with multiple and varied sources.</li><li>Shows outstanding understanding of the topic with an excellently developed argument and conclusion.</li><li>Provides a fully accurate and complete explanation of key issues/concepts.</li><li>Provides an outstanding critical evaluation of ideas and forms new insights</li><li>Information is fully accurate; all facts are precise and explicit.</li><li>Referencing is appropriate and fully accurate.</li></ul>	<ul style="list-style-type: none"><li>Information is presented in a logical and exceptionally interesting sequence which audience can follow very easily. Flows exceptionally well.</li><li>Exceptionally varied and appropriate verbal signposting between and within sections.</li><li>The presentation is within the time limit.</li></ul>	<ul style="list-style-type: none"><li>Speaker fully engages listeners and maintains attention throughout.</li><li>No reliance on, or highly judicious use of, cue cards or the screen text.</li><li>Slides are clear, appropriate and error free.</li><li>A very wide range of sophisticated general and technical vocabulary is used accurately.</li><li>A wide range of grammatical structures is used and is accurate.</li><li>Delivery (pronunciation, stress, intonation and speech rate) is natural used to very good effect.</li><li>Responses to questions maintain the standards of the above descriptors</li></ul>
	85			
	82			
A	78	<ul style="list-style-type: none"><li>Provides evidence of extensive research with multiple varied sources.</li><li>Shows very good understanding of the topic with a very well-developed argument and conclusion.</li><li>Provides an accurate and complete explanation of key issues/concepts.</li><li>Provides a very good critical evaluation of ideas and forms new insights.</li><li>Information is accurate; all facts are precise and explicit.</li><li>Referencing is appropriate and accurate, with few minor errors.</li></ul>	<ul style="list-style-type: none"><li>Information is presented in a logical and interesting sequence which audience can follow very easily. Flows eminently well.</li><li>Substantially varied and appropriate verbal signposting between and within sections.</li><li>The presentation is within the time limit.</li></ul>	<ul style="list-style-type: none"><li>Speaker engages listeners and maintains attention.</li><li>Little reliance on, or judicious use of, cue cards/screen text.</li><li>Slides are clear, helpful with only minor errors.</li><li>A very wide range of general and technical vocabulary is used accurately.</li><li>A wide range of grammatical structures is used with a good degree of accuracy.</li><li>Delivery (pronunciation, stress, intonation and speech rate) is natural and used to good effect.</li><li>Responses to questions maintain the standards of the above descriptors.</li></ul>
	75			
	72			
B	68	<ul style="list-style-type: none"><li>Provides evidence of research with multiple varied sources.</li><li>Shows a good understanding of the topic with a well-developed argument and conclusion.</li><li>Provides an accurate but not fully complete explanation of key issues/concepts.</li><li>Provides a good critical evaluation of ideas and forms some new insights.</li><li>Information is mostly accurate; most facts are precise and explicit.</li><li>Referencing is appropriate and accurate, with some minor errors.</li></ul>	<ul style="list-style-type: none"><li>Information is presented in a logical sequence which audience can follow easily. Flows well.</li><li>Varied and appropriate verbal signposting between and within sections.</li><li>The presentation is within the time limit.</li></ul>	<ul style="list-style-type: none"><li>Speaker makes a good attempt to engage listeners and generally maintains attention.</li><li>Judicious use of cue cards/screen text.</li><li>Slides are generally clear, but errors and style make them unhelpful in places.</li><li>A wide range of general and technical vocabulary is used accurately.</li><li>A wide range of grammatical structures is used with a good degree of accuracy, although complex structures are less accurate.</li><li>Delivery (pronunciation, stress, intonation and speech rate) is generally natural and used to good effect in places.</li><li>Responses to questions maintain the standards of the above descriptors.</li></ul>
	65			
	62			
C	58	<ul style="list-style-type: none"><li>Provides evidence of research with multiple sources which show limited variation.</li><li>Shows a fairly good understanding of the topic with a fairly well-developed argument and conclusion.</li><li>Explanation of key issues/concept is incomplete and/or contains some inaccuracies.</li><li>Provides critical evaluation of ideas and manages to form some limited new insights.</li><li>Information contains several inaccuracies; several facts are imprecise or not explicit.</li><li>Referencing is appropriate but contains some errors and/or omissions.</li></ul>	<ul style="list-style-type: none"><li>Information is presented in a logical sequence, but there may be a few areas of disjointedness. An intermittent lack of the logical progression of ideas, makes it slightly difficult to follow.</li><li>Appropriate verbal signposting with infrequent flaws; variation may be somewhat limited.</li><li>The presentation is slightly over/under the time limit.</li></ul>	<ul style="list-style-type: none"><li>Speaker makes attempts to engage listeners with some success but may lose attention in places.</li><li>Reliance on cue cards/screen text is evident in several places.</li><li>Slides lack clarity and are not always helpful due to style and errors.</li><li>A wide range of general and technical vocabulary, but may not always be used accurately.</li><li>A limited range of grammatical structures is used; simple structures are accurate but complex structures, where attempted, have limited accuracy.</li><li>Delivery (pronunciation, stress, intonation and speech rate) is sometimes natural and where it is unnatural it does not interfere with comprehension.</li><li>Responses to questions maintain the standards of the above descriptors.</li></ul>
	55			
	52			

D	48 45 42	<ul style="list-style-type: none"> <li>Provides evidence of limited research with a limited number of sources which show limited variation.</li> <li>Shows an adequate understanding of the topic with an adequately developed argument and conclusion.</li> <li>Explanation of key issues/concepts contains many omissions and/or many inaccuracies.</li> <li>Attempts a critical evaluation of ideas but forms no new insights.</li> <li>Information contains many inaccuracies; many facts are imprecise or not explicit.</li> <li>Referencing may be absent and/or contains many errors and/or omissions.</li> </ul>	<ul style="list-style-type: none"> <li>Information may not be presented in a logical order. Ideas may be somewhat disjointed and/or may not always flow logically, making it somewhat difficult to follow.</li> <li>Verbal signposting is not always appropriate or accurate; variation is limited.</li> <li>The presentation is somewhat over/under the time limit.</li> </ul>	<ul style="list-style-type: none"> <li>Speaker makes limited attempts to engage listener and attention is limited.</li> <li>Heavy reliance on cue cards/screen text.</li> <li>Slides are of limited help due to style and number of errors.</li> <li>General and technical vocabulary may not always be totally appropriate or used accurately.</li> <li>A limited range of grammatical structures is used; simple structures predominate with some accuracy but complex structures, where attempted, have limited accuracy.</li> <li>Delivery (pronunciation, stress, intonation and speech rate) is unnatural but does not interfere with comprehension.</li> <li>Responses to questions maintain the standards of the above descriptors.</li> </ul>
	E 38 35	<ul style="list-style-type: none"> <li>Provides evidence of very limited research with a very limited number of sources which show little/no variation.</li> <li>Shows an inadequate understanding of the topic with an inadequately developed argument and conclusion.</li> <li>Explanation of key issues/concepts is inadequate and is replete with inaccuracies.</li> <li>Provides no critical evaluation of ideas or new insights.</li> <li>Information is replete with inaccuracies; most facts are imprecise or not explicit.</li> <li>Referencing tends to be absent and/or is mostly incorrect.</li> </ul>	<ul style="list-style-type: none"> <li>Information is not presented in a logical order. Ideas are disjointed and/or do not flow logically, making it difficult to follow.</li> <li>Verbal signposting is attempted but is mostly inappropriate and/or inaccurate with little or no variation.</li> <li>The presentation is considerably under the time limit.</li> </ul>	<ul style="list-style-type: none"> <li>Speaker makes little attempt to engage listener and attention is lost.</li> <li>Over-reliance on cue cards/screen text.</li> <li>Slides are unclear, unhelpful and errors predominate.</li> <li>General and technical vocabulary is limited, with frequent inaccuracies.</li> <li>Simple structures predominate and are sometimes accurate. Complex language is attempted but errors predominate.</li> <li>Delivery (pronunciation, stress, intonation and speech rate) is unnatural and sometimes interferes with comprehension.</li> <li>Responses to questions maintain the standards of the above descriptor.</li> </ul>
	U 30 15 0	<ul style="list-style-type: none"> <li>Provides no evidence of research.</li> <li>Shows a lack of understanding of the topic with no development of argument or conclusion.</li> <li>Provides no explanation of key issues/concepts.</li> <li>There is not enough material to assess criticality.</li> <li>There is not enough material to assess quality of information and facts.</li> <li>No referencing.</li> </ul>	<ul style="list-style-type: none"> <li>There is no sequence of information, so the audience cannot understand presentation.</li> <li>There is little or no verbal signposting.</li> <li>The presentation is very considerably under the time limit.</li> </ul>	<ul style="list-style-type: none"> <li>Speaker fails to engage the listener.</li> <li>Speaker fails to provide a presentation.</li> <li>Speaker fails to demonstrate vocabulary or language skills.</li> <li>Speaker fails to answer questions.</li> </ul>

\* The relevant criteria must be highlighted by the marker(s).

## PRESENTATION GRADING AND FEEDBACK SHEET

Student Grading and Feedback Sheet – Presentation Task									
Student Name					Student ID				
Comments	Content								
	Organisation								
	Communication								
<div> <div>Marker 1</div> <div>Marker 2</div> </div>									
Final Mark Calculation	Component	Component Mark	Weighting		Final Mark	Component Mark	Weighting		Final Mark
	Content		x 0.4	=			x 0.4	=	
	Organisation		x 0.2	=			x 0.2	=	
	Communication		x 0.4	=			x 0.4	=	
Total						Total			
Marker 1 Name					Marker 2 Name				

# APPENDIX F – EXTENDED ESSAY

## EXTENDED ESSAY: NOTES FOR TEACHERS

This extended essay has been scaffolded through the Annotated Bibliography and the Pre-writing Task. If these tasks have been carried out successfully, or students have received feedback which assists their skills' development, students should be ready to write an Extended Essay to answer their research essay question using sources to support and develop the ideas.

It is important that students are taught:

- ⇒ Essay genre: this means how a position is taken on a topic and an argument is developed through textual features
- ⇒ How to write an effective introduction that includes a thesis, position and argument
- ⇒ How to organise ideas into body paragraphs with a clear central topic and an effective topic sentence
- ⇒ How to achieve cohesion to enable the reader to follow a clear argument
- ⇒ How to write a conclusion which clearly follows the evidence presented in the essay



## EXTENDED ESSAY – STUDENT TASK GUIDE

Weighting	40% of final grade
Task Description	<p><b>1. Essay</b></p> <p>You will write an essay to present the results of your research which includes:</p> <ul style="list-style-type: none"> <li>⇒ an introduction with a clear thesis statement stating your position and argument</li> <li>⇒ body paragraphs or sections which present evidence to support your position and develop your argument to fully answer the research question</li> <li>⇒ reference to your sources in the form of direct quotations, paraphrase and summary</li> <li>⇒ evidence of your own critical voice</li> <li>⇒ a conclusion which summarises your argument, is based on the evidence provided and fully answers your research question</li> <li>⇒ in text citations and a reference list in Harvard style</li> </ul> <p>The essay should:</p> <ul style="list-style-type: none"> <li>⇒ be chosen from one of the titles given</li> <li>⇒ be written in essay format</li> <li>⇒ be presented electronically with correct formatting</li> <li>⇒ be based on research from a range of academic and/or reliable sources</li> <li>⇒ be 2,000 words +/- 10% in length, which does not include front material (cover page, contents page, acknowledgement/dedication), the reference list or appendices</li> <li>⇒ include an accurate word-count, which excludes the title, references and footnotes</li> </ul> <p><b>2. Reference List</b></p> <p>Produce a correctly formatted reference list for all your sources, in alphabetical order and in the Harvard referencing style. Refer to the Harvard Referencing Guide in the NCUK Academic Handbook. Your teacher will provide full details.</p>

## EXTENDED ESSAY GRADING CRITERIA

Student's Name:		Student's ID:		
Extended Essay Grading Criteria				
		Use of Sources 30%	Presentation of Research Findings 40%	Critical Response 30%
A*	88	<ul style="list-style-type: none"><li>Sources are used skilfully to support and/or develop points made.</li><li>Sources are paraphrased, summarised or quoted skilfully.</li><li>Citations are fully accurate.</li><li>References are fully accurate.</li></ul>	<ul style="list-style-type: none"><li>There is a skilfully written thesis statement.</li><li>There is a skilfully written conclusion which is fully consistent with the evidence presented in the essay.</li><li>Essay genre is fully realised.</li><li>Organisation is logical and supports position fully.</li><li>Topic sentences and sections/ paragraphs are used skilfully to develop argument.</li><li>Language is accurate and sophisticated.</li><li>Cohesion is achieved through skilful use of discourse markers, referents and vocabulary substitution.</li><li>Tone/register is academic throughout.</li><li>The essay is within the word limit.</li></ul>	<ul style="list-style-type: none"><li>Response fully answers the question with an original response.</li><li>Response has a skilfully developed argument which is consistent with the thesis and conclusion.</li><li>Writer's voice is used skilfully to critically engage with essay content.</li></ul>
	85			
	82			
A	78	<ul style="list-style-type: none"><li>Sources are used to support and/or develop all points made.</li><li>Sources are paraphrased, summarised or quoted accurately.</li><li>All in-text reference to sources are cited with only one or two minor errors in style.</li><li>Full references are given in a reference list with only minor errors in style.</li></ul>	<ul style="list-style-type: none"><li>There is a clear and relevant thesis statement which outlines the position and essay contents.</li><li>There is a full conclusion which is consistent with the evidence presented.</li><li>Essay genre is maintained.</li><li>Essay is well organised.</li><li>Topic sentences and paragraphs/sections are used effectively.</li><li>Language is accurate.</li><li>Cohesion is achieved through accurate and effective use of discourse markers, referents and vocabulary substitution.</li><li>Tone/register is academic throughout.</li><li>The essay is within the word limit.</li></ul>	<ul style="list-style-type: none"><li>Response fully answers the question.</li><li>Response has a clearly developed argument which is consistent with the thesis and conclusion.</li><li>Writer's voice is used to critically analyse the evidence presented.</li></ul>
	75			
	72			
B	68	<ul style="list-style-type: none"><li>Sources are used to support and/or develop most points made.</li><li>Sources are paraphrased, summarised or quoted mostly accurately.</li><li>All in-text reference to sources are cited with several minor errors in style.</li><li>Full references are given in a reference list with only minor errors in style.</li></ul>	<ul style="list-style-type: none"><li>There is a relatively clear and relevant thesis statement which outlines the position and essay contents.</li><li>There is a full conclusion which is consistent with the evidence presented.</li><li>Essay genre is mostly maintained.</li><li>Essay is well organised.</li><li>Topic sentences and paragraphs/sections are used mostly effectively.</li><li>Language is mostly accurate.</li><li>Cohesion is achieved through accurate and effective use of discourse markers, referents and vocabulary substitution.</li><li>Tone/register is mostly academic.</li><li>The essay is within the word limit.</li></ul>	<ul style="list-style-type: none"><li>Response fully answers the question.</li><li>Response has a clear argument which is mostly consistent with the thesis and conclusion.</li><li>Writer's voice is sometimes used to successfully critically analyse the evidence presented.</li></ul>
	65			
	62			

C	58 55 52	<ul style="list-style-type: none"> <li>Sources are used to support and/or develop some points made.</li> <li>Attempt is made to paraphrase, summarise and quote and is sometimes successful.</li> <li>Citations are given and contain several errors but allow source text to be located.</li> <li>References are given and contain several errors but allowing source text to be located.</li> </ul>	<ul style="list-style-type: none"> <li>There is a simple thesis statement which outlines the position and/or essay contents.</li> <li>There is a conclusion which is somewhat consistent with the evidence presented.</li> <li>Essay genre is attempted with some success.</li> <li>Essay is organised into clear sections</li> <li>Paragraphs are used with some success and some topic sentences are used successfully.</li> <li>Language contains minor errors but is fully comprehensible.</li> <li>There is some evidence of successful cohesion using discourse markers, referents and vocabulary substitution.</li> <li>Tone/register is generally academic.</li> <li>The essay is slightly over /under the word limit.</li> </ul>	<ul style="list-style-type: none"> <li>Response answers some parts of the question.</li> <li>Response has some evidence of an argument which is consistent with the thesis and conclusion.</li> <li>Writer's voice is attempted to critically analyse the evidence presented and is somewhat successful.</li> </ul>
D	48 45 42	<ul style="list-style-type: none"> <li>Sources are used to support and/or develop few points made.</li> <li>Attempt is made to paraphrase, summarise and quote but is rarely successful.</li> <li>Citations contain several errors and do not allow reference to be located.</li> <li>References contain several errors and do not allow sources to be located.</li> </ul>	<ul style="list-style-type: none"> <li>There is an attempt at a thesis statement, but the position and/or essay contents lack clarity or relevance.</li> <li>There is an attempt at a conclusion, but it is not consistent with the evidence presented.</li> <li>Essay genre is not achieved.</li> <li>Essay is poorly organised</li> <li>Essay has limited clear sections, paragraphs and topic sentences</li> <li>Language contains several errors and is sometimes incomprehensible.</li> <li>There is very limited evidence of successful cohesion using discourse markers, referents and vocabulary substitution.</li> <li>Tone/register is not academic.</li> <li>The essay is somewhat over /under the word limit.</li> </ul>	<ul style="list-style-type: none"> <li>Response answers limited parts of the question.</li> <li>Response has extremely limited evidence of an argument which is consistent with the thesis and conclusion.</li> <li>Writer's voice is attempted to critically analyse the evidence presented but is rarely successful.</li> </ul>
E	38 35	<ul style="list-style-type: none"> <li>Sources are not used to support or develop points made or where sources are used text is directly copied from the source.</li> <li>Citations are not given.</li> <li>References are missing.</li> </ul>	<ul style="list-style-type: none"> <li>There is no attempt at a thesis statement.</li> <li>There is no attempt at a conclusion.</li> <li>Essay genre is not achieved.</li> <li>Essay is poorly organised</li> <li>Essay lacks clear sections, paragraphs and topic sentences</li> <li>Language is often incomprehensible.</li> <li>There is no cohesion using discourse markers, referents and vocabulary substitution.</li> <li>Tone/register is not academic.</li> <li>The essay is considerably over /under the word limit.</li> </ul>	<ul style="list-style-type: none"> <li>Response does not answer the question.</li> <li>Response has no evidence of an argument.</li> <li>Writer's voice is not attempted.</li> </ul>
U	30 15 0	<ul style="list-style-type: none"> <li>No engagement with sources.</li> </ul>	<ul style="list-style-type: none"> <li>Response is not in essay format and there is no introduction, paragraphing, sections or conclusion.</li> <li>Extremely limited engagement with the task.</li> </ul>	<ul style="list-style-type: none"> <li>Essay is off topic and response demonstrates no engagement.</li> </ul>

\*The relevant criteria must be highlighted by the marker(s).

\*\*Referencing: Refer to the Harvard Referencing Guide in the Academic Handbook for NCUK guidelines on this, though using online Harvard Reference Guides to support assessment writing can also be beneficial. When referencing, the main objectives are clarity, consistency, accuracy of key information and ability to locate the source.

# EXTENDED ESSAY GRADING AND FEEDBACK SHEET

Student Grading and Feedback Sheet – Essay Task										
Student Name					Student ID					
Comments	Use of Sources									
	Presentation of Research									
	Critical Response									
Marker 1					Marker 2					
Final Mark Calculation	Component	Component Mark	Weighting		Final Mark	Component Mark	Weighting		Final Mark	
	Use of Sources		x 0.3	=			x 0.3	=		
	Presentation of Research		x 0.4	=			x 0.4	=		
	Critical Response		x 0.3	=			x 0.3	=		
Total						Total				
Marker 1 Name					Marker 2 Name					

# Syllabus Update History: NCUK Research and Communication Skills

Release Date	Version No.	Summary of Main Changes	Author
June 2022	2.2	<ul style="list-style-type: none"> <li>Updated for 2022-23.</li> </ul>	Product Team
Dec 2021	2.1	<ul style="list-style-type: none"> <li>Task description for Annotated Bibliography updated to improve guidance on strengths/limitations of sources</li> </ul>	Product Team
June 2021	2.0	<ul style="list-style-type: none"> <li>Full Review</li> </ul>	Suzanne Littlewood & Product Team

This syllabus is valid for the 2022-23 academic year only.

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