

Marking Students' Written Work Guidelines

30 April 2009

Because of the variety of written works, the following criteria for assessing written work need to be seen as a broad guide that has certain flexibility in its application. They are general and can be applied to all assessed written works, such as essays, projects, case studies, assignments and reports. Some criteria may be more applicable to a particular type of coursework than others. For example, the balance between personal/impersonal and subjective/objective may vary according to the subject matter and whether the coursework is based upon personal learning or is a purely academic essay.

Marking criteria

All written work is designed to assess the learning outcomes. The four broad criteria areas for marking written work are as follows:

Overall Structure

There should be a clear structure, i.e. an introduction, a main body and a conclusion:

- the introduction should set the scene and may do some or all of the following: interpret the topic to be investigated; define terms; indicate the direction the work is going to take; outline the scope of the work.
- the main body of the work should demonstrate understanding through the use of material and/or theoretical ideas in relation to the learning outcomes of the related course; there should be a logical progression of arguments/ideas that are expressed in a coherent way with one point/idea linked to the next building towards a conclusion.
- the conclusion should draw together the important points made and round off the work (conclusions in reports often include recommendations for further research or action).

Balance of Narrative, Argument and Analysis

The balance here will vary according to the type of written work, e.g.: a case study might require a lot of description, but there is still the expectation that relevant theory and analysis will be applied to demonstrate understanding of the situation. Therefore, the balance of narrative, argument and analysis should be appropriate to the set task. It should also:

- explore and evaluate all main issues;
- show evidence of critical analysis of ideas/literature etc;
- use evidence to construct an argument;
- be focused and largely free of repetition; and
- demonstrate learning outcomes.

Research and Content

This should:

- include sufficient relevant material from the syllabus;
- use appropriate selection of material/issues/theories/examples;
- contain a balance between personal/impersonal and subjective/objective;

- balance subjective material with material from other sources, particularly relevant theory (could also use: relevant literature, tutor input, student and class discussion); and
- demonstrate learning outcomes.

Research and content may also:

- show evidence of research and wider reading beyond reading lists and material discussed in class; and
- use a variety of different sources.

Clarity of Expression and use of English, References and Appearance

The work should:

- use appropriate English;
- be largely free of spelling, punctuation and grammatical errors;
- use specialist reference sources of evidence within the text;
- include a bibliography acknowledging all sources used in the essay; and
- be typed, according to the instructions given.

Project's marking report

Supervisors need to provide their marking and comments related to a project in a report (see an example in **Appendix 1**). For written work other than projects there is no need for faculty members to prepare a report but they are expected to consult these guidelines.

Comments may be given on the overall impression of the work, on anything that was particularly good/bad, impressive, and/or interesting. Suggestions may also be given for improvements that the student can work on for future assignments.

Marking Framework

Criteria Areas / Marks	90-100%	80-89%	70-79%	60-69%	0-59%	Weight
Overall structure	very clear and logical structure	well-structured	Identifiable structure, would be improved by re-ordering/ addition of material	little or no structure, rambling	no structure, confused	10%
Balance of narrative, argument and analysis	Appropriately balanced, completely relevant argument, full grasp of theory/ideas, applies them convincingly	good balance, relevant argument, good grasp of theory/ideas, able to apply them	unbalanced, broadly relevant argument, some digressions, fairly good grasp of theory/ideas, reasonable attempt to apply them	poor balance, tends towards description, some relevant argument but vital omissions, some grasp of theory/ideas, imperfect attempts to apply them	poor balance, descriptive, barely relevant/irrelevant argument, vague/no understanding of theory/ideas, little/no application	40%
Research and content	clear evidence of wide reading/ research, excellent selection of material, demonstrates critical/creative and independent thought	wide reading/ research, good selection of material, some critical and independent thought	some additional reading/ research beyond what suggested, reasonable selection of relevant material, competent but uninspired	little evidence of reading/research, perfunctory, poor selection of material, no critical thought	little/no evidence of reading. Research, content barely/not relevant, no breadth or critical thought, superficial	40%
Clarity of Expression, use of English, referencing and appearance	high standard of writing and presentation, writing is fluent and easy to understand, confident use of specialist vocabulary, free of spelling, punctuation and grammatical errors, correctly referenced	well-written and presented, confident use of specialist vocabulary, largely free of spelling, punctuation and grammatical errors, correctly referenced	reasonably well-written and presented, largely free of spelling, punctuation and grammatical errors, correctly referenced	lack of clarity of expression, (could be) problems with vocabulary, spelling, punctuation, grammar, referencing	lack of clarity of expression, (could be) problems with vocabulary, spelling, punctuation, grammar, referencing	10%

PROJECT'S MARKING REPORT

Project title:	A comparison of the marketing mix of two hotels
Course code and title:	HOT301 Hospitality Marketing
Student's Number:	20023275
Student's Name:	Khoda Bhai Jayantilal PATEL
Supervisor:	Ms Anthea Charalambous
Project's deadline:	21 May 2007

Assessment Criteria	Weight %	Mark %	Weighted Mark %
Overall Structure	10	90	9
Balance of Narrative, Argument and Analysis	40	90	36
Research and Content	40	70	28
Clarity of expression, use of English, referencing and appearance	10	60	6
Total	100		79

Comments

- The overall structure of the study is clear.
- However, information about the room types, the spa etc, could have been more effectively placed in the appendices and referred to (especially since some pages were copied from the internet without changes made at all) e.g. page 16 "Welcome to Armonia spa" , page 35 "our kids club", prices on pages 44, etc.
- The issues chosen for inclusion and the information gathered were on the whole valid and relevant.
- The theory included did not refer specifically to the hotel product (e.g. page 5, page 54) which significantly limited the scope of analysis throughout the study.
- The analysis was not always based on own opinion e.g. page 41 product specification interlinked with comments from websites.
- Some points were not clarified in the text e.g. source of prices given (from an on -line tour operator "classic collections") and effects of this not discussed.
- Conclusion "an attempt made at comparing the marketing mix of both hotels and at suggesting improvements. However, page 64 is unclear and only a few significant issues were raised.
- References were attempted within the text. None found at the end of the study.
- Appendices: well chosen (e.g. appendix 9, 10), labeled and referred to in the main text, in most cases.

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Supervisor's Signature

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Date