

**GE102 Introduction to Human Geography - Marking Guidelines for Reflection Essay**

<b>GUIDELINES</b>	<b>MARKING CRITERIA</b>	<b>Total Mark</b>	<b>Highly Satisfactory (71-100%)</b>	<b>Satisfactory (50-70%)</b>	<b>Unsatisfactory (&lt;50%)</b>
<b>INTRODUCTION</b> States the purpose of essay (intent, thesis statement) Defines and unpacks key terms/theories Provides a brief plan for essay	Purpose of essay (intent, thesis statement) <b>EMBARK AND CLARIFY</b>	1	Precise and clear	Satisfactory but lacks precision and clarity	Does not represent the rest of the contents, Inadequate
	Defines and unpacks key terms/theories <b>EMBARK AND CLARIFY</b>	1	All or most key terms/ theories sufficiently defined and unpacked	Up to half of the key terms/ theories are sufficiently defined and unpacked	Key terms/ theories inadequately defined
	Plan for essay <b>EMBARK AND CLARIFY</b>	1	Precise and clear	Satisfactory but lacks precision and clarity	Does not represent the rest of the contents, Inadequate
<b>DEVELOPMENT</b> Addresses all parts of the question Presents original arguments using own words Evidence of analysis/synthesis based using geographic theories Personal position clear in the essay Cites examples: local, regional and global	Addresses all parts of the question <b>FIND AND GENERATE</b>	1	Answer all aspects of question	Answers some parts of question 50%	Off topic and ideas do not address topic
	Presents original arguments using own words <b>EVALUATE AND REFLECT</b>	1	Original argument (s) presented	Some argument (s) presented	Limited or no argument
	Evidence of analysis/synthesis using geographic theories <b>ANALYSE AND SYNTHESIZE</b>	2	Clear analysis/synthesis based on relevant theory	Useful analysis but some lack clarity	Analysis stated lack theoretical base
	Personal position clear in the essay <b>ANALYSE AND SYNTHESIZE</b>	2	Author position clear	Author's position is subtle	Author's position not stated or not clear
	Cites examples: local, regional and global <b>FIND AND GENERATE; EVALUATE AND REFLECT</b>	2	Effective use of examples	Good use of examples	Limited; contradicting examples
<b>CONCLUSION</b> Summarizes main arguments Restates and stresses own position	Summary of main arguments; fit contents Restate own position <b>EVALUATE AND REFLECT</b>	1 1	Precise and fitting conclusion.	Conclusion does not fit the contents <u>or</u> is not precise.	Conclusion is not fitting <u>and</u> is not precise.
<b>REFERENCES</b> Cites 6 credible in-text references 6 references (3 online, 3 journals/books)	In-text citing, reference list (3 online, 3 journals/books) <b>COMMUNICATE AND APPLY ETHICALLY</b>	1	Correct and complete citations and a reference list (with at least 6 references).	Partly correct or partly complete in-text citations and reference list	Incomplete and incorrect citing and reference list
	Credibility of references <b>EVALUATE AND REFLECT</b>	1	All works cited from credible sources	Work cited is generally from credible source	Some works cited lack credibility
<b>ACADEMIC STYLE</b> Presents coherent essay structure Formal writing style used No spelling and grammatical errors Organize; communicate	Coherent structure and formal writing style <b>ORGANISE AND MANAGE</b>	2	Coherent essay structure, correct style used	Essay structure mainly coherent with mainly correct style	Essay lacks coherence, style is inappropriate
	Grammar and Spelling; word limit; <b>COMMUNICATE AND APPLY ETHICALLY</b>	3	Correct grammar and spelling; within 3 page limit	Some spelling and grammatical errors; over or under 3 pages	Numerous spelling and grammatical errors; over or under 3 pages
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References: Willison, J. and O'Regan, K., 2006 and 2013. *The Research Skills Development Framework*.

Kambati, U., Lal, H., Willison, J., 2013. *HY101 RSD Marking Rubric*. The University of the South Pacific.