IMPORTANT NOTES TO REMEMBER FOR THE PRESENTATION OF WRITTEN ASSESSMENT

It is vital that each student refers to the “CIS Guidelines for Written Work” at all times in the preparation of their written assessment.

It is particularly important for each student to remember two important features of presentation.

1. Integrity

Integrity in the presentation of assessment tasks demands that students present work that is properly their own. This need not exclude collaborative learning. Work, however, that is substantially that of someone other than the student lacks the integrity expected of a student.

Plagiarism consists in the intentional or unintentional use of somebody else’s words or ideas without proper acknowledgment. In our society and its academic establishments plagiarism is absolutely prohibited and can lead to severe penalties. Plagiarism is easily avoided by means of suitable methods of documentation which are discussed below. Student assignments are usually heavily dependent on other sources, and often a student’s major achievement will be associated with the discovery and restatement of somebody else’s ideas. All written assignments must acknowledge these sources. Major essays demand more detailed documentation.

Proper acknowledgement consists of two parts: firstly, the enclosure of any quoted words in double inverted commas, or by indentation if the quoted words are more than four lines long; and, secondly, the reference by use of footnotes or endnotes to the specific page from which the quoted words were taken.

2. Style

Assignments at CIS are presented on A4 paper with at least a 3cm left margin and a standard right margin. Clearly legible handwriting, penned on alternate lines is accepted, but typing is preferred.

The text is double-spaced, and paragraphing is made distinct either by indenting the first line or by an extra line between paragraphs.

Short quotations are placed between double inverted commas, but longer quotations of more than four lines or of more than one sentence are typed single space without quotation marks, and the whole paragraph is indented four spaces. Quotations, however, should be kept to a minimum.

Foreign words and the titles of books are underlined or italicised. Pages are numbered.

Either footnotes or endnotes are acceptable. These are used for referencing and for providing the original language text of a quotation translated by the writer. Less frequently they are used for further argument that would not sit easily in the text. As far as possible, footnote or endnote numbers in the text should occur at the end of sentences after the stop to avoid distracting the reader in mid-sentence. Scripture references are included within brackets in the text.

Assignments are stapled to a CIS Coversheet without any other cover or folder and delivered to the Registry. They must adhere to the word count set by the teacher, although footnotes and bibliography are not included in that count. A variance of up to 10% is acceptable. Other regulations are found in the Academic Regulations under “Assessment”.

Students Notes for Written Assessment
Version 12 December 2011
Remember, your grade for each written assessment is given on the basis not only of content but also on the basis of presentation.

If the presentation of your written assessment does not comply with the “CIS Guidelines for Written Work” you may be penalized by a reduction of marks, and you may be requested to re-submit the assessment with a severe penalty.

If your written assessment does not meet the standards of Academic Integrity mentioned above your lecturer is bound to refer you to the Academic Dean for Academic Misconduct and to the processes and procedures as outlined in Section 1.19 of the CIS Academic Structures, Regulations and Procedures.

THE SCD –CIS POLICY ON EXTENSIONS

Extension Policy
Students must submit all assignments by the due dates set by the teacher and published in the Course Unit Booklets.

Late Penalty
Late assignments without an approved extension will attract an automatic penalty deduction of 5% of the marks available for the item of assessment for every day (including weekends and holidays), or part thereof, beyond the date and time of submission (or any extension granted).

Assignments submitted without an approved extension beyond 10 days after the due date will receive a zero mark and NOT be annotated by the teacher.

Example:
Student submits an assignment worth 50 marks 4 days late.
Total mark available=50
Penalty: 4 days late = 5% of 50x4 = 10 mark penalty
The student’s original mark is 40.
Final mark =40-10=30

Grounds for Extension
An extension of an assignment’s due date may be granted on the following grounds –

- Medical illness (certified by Medical Certificate)
- Extreme hardship
- Compassionate grounds

In such cases an extension of up to 28 days may be granted without penalty but only if requested before the assignment due date. The student should submit an “Application for Extension” including supporting documentation for authorising and signing by the Lecturer and Academic Registrar prior to the due date. The student will then be informed of the result of the request.

In extreme cases, extensions beyond 28 days may be granted. Such extensions must be applied for in writing, including supporting documentation, setting out the extreme circumstances. The Assessment Review Committee of the CIS Academic Board will consider such an unusual extension and notify the student of the outcome in writing.

Policy adopted by SCD Academic Board 15 July 2011, commenced 1 January 2012
A NOTE ON THE CRITERIA FOR THE ALLOCATION OF GRADES

The general description of each of the grades in the table below is the overarching statement of the principles that discriminate between each of the grades.

The subsidiary descriptions (Reading, Knowledge of topic, Articulation of argument, Analytical and evaluative skills, Problem solving, Expression and presentation appropriate to the discipline, Oral presentation skills, Tutorial preparation, Participation and interaction with others) amplify the general description. The subsidiary descriptions are guides to the general description. Student work at any grade will satisfy some of the subsidiary descriptions without necessarily satisfying all subsidiary descriptions.

<table>
<thead>
<tr>
<th></th>
<th>High Distinction (H)</th>
<th>Distinction (D)</th>
<th>Credit (C)</th>
<th>Pass (P)</th>
<th>Fail (N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage score</td>
<td>85-100%</td>
<td>75-84%</td>
<td>65-74%</td>
<td>50-64%</td>
<td>0-49%</td>
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General Description

|                  | Outstanding work that comprehensively attains the required outcome(s) showing superior knowledge, understanding, analysis, critical interpretation, presentation, and originality | Excellent work that substantially attains the required outcome(s) showing a high level of knowledge, understanding, analysis, critical interpretation, presentation, and some originality. | Work that soundly attains the required outcome(s) showing a good level of knowledge, understanding, analysis, presentation, and some evidence of critical interpretation. | Work that satisfactorily attains the required outcome(s), with adequate knowledge, understanding, analysis, and presentation. | Work that fails to attain the required outcome(s), lacking in basic knowledge, understanding, analysis, and presentation. |

Subsidiary Descriptions

<table>
<thead>
<tr>
<th></th>
<th>Evidence of wide, relevant, and independent reading beyond core texts and materials</th>
<th>Evidence of relevant reading beyond core texts and materials</th>
<th>Evidence of sound understanding of core texts and materials</th>
<th>Evidence of having read core texts and materials</th>
<th>Inadequate evidence of having read any of the core texts and materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td><strong>Knowledge of topic</strong></td>
<td>Substantial factual and conceptual knowledge incorporating distinctive insight into deeper and more subtle aspects of the topic</td>
<td>Extensive factual and conceptual knowledge</td>
<td>Satisfactory factual and conceptual knowledge to serve as a basis for further study</td>
<td>Inadequate factual and conceptual knowledge</td>
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<tr>
<td><strong>Articulation of argument</strong></td>
<td>Evidence of imagination, originality, and independent thought</td>
<td>Evidence of imagination, originality, and independent thought</td>
<td>Ability to construct well-reasoned and coherent argument based on discriminating use of evidence</td>
<td>Ability to construct sound argument based on evidence</td>
<td>Inability to construct coherent argument</td>
</tr>
</tbody>
</table>

Students Notes for Written Assessment

Version 12 December 2011
<table>
<thead>
<tr>
<th>Analytical and evaluative skills</th>
<th>Evidence of highly developed analytical and evaluative skills</th>
<th>Evidence of well-developed analytical and evaluative skills</th>
<th>Evidence of developed analytical and evaluative skills</th>
<th>Evidence of analytical and evaluative skills</th>
<th>Insufficient evidence of analytical and evaluative skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem solving</td>
<td>Ability to solve or resolve non-routine or very challenging problems</td>
<td>Ability to solve or resolve routine or challenging problems</td>
<td>Ability to use and apply fundamental concepts and skills to basic problems</td>
<td>Evidence of problem-solving skills</td>
<td>Insufficient evidence of problem-solving skills</td>
</tr>
<tr>
<td>Expression and presentation appropriate to the discipline</td>
<td>Highly developed skills in expression, presentation, and documentation appropriate to wider audiences</td>
<td>Well developed skills in expression, presentation, and documentation appropriate to the discipline and audience</td>
<td>Good skills in expression, presentation, and documentation</td>
<td>Adequate skills in expression, presentation, and documentation</td>
<td>Inadequate skills in expression, presentation, and documentation</td>
</tr>
<tr>
<td>Oral presentation skills</td>
<td>Highly developed skills in Delivery; Content; Structure; Use of Visual Aids Response to Questions</td>
<td>Well developed skills in Delivery, Content, Structure, Use of Visual Aids, and Response to Questions</td>
<td>Good skills in Delivery, Content, Structure, Use of Visual Aids, and Response to Questions</td>
<td>Adequate skills in Delivery, Content, Structure, Use of Visual Aids, and Response to Questions</td>
<td>Inadequate skills in Delivery, Content, Structure, Use of Visual Aids, and Response to Questions</td>
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<tr>
<td>Tutorial preparation, participation and interaction with others</td>
<td>Evidence of outstanding preparation, highly developed skills in making focused and constructive contributions to discussion, in listening to and responding to the contributions of fellow members of the group</td>
<td>Evidence of thorough preparation, well-developed skills in making a constructive contribution to discussion, in working well with other members of the group and in valuing their contributions</td>
<td>Evidence of sound preparation, good skills in actively contributing to discussion and in responding positively to the views of others</td>
<td>Evidence of adequate preparation, adequate skills in participating and in listening to others while relying on others to do most of the work</td>
<td>Insufficient evidence of preparation, participation, and interaction with others</td>
</tr>
</tbody>
</table>