

6SSEL045 – Language Origins Assignment 2 – Essay – specific marking criteria

- **Breadth:** the process you choose to discuss should be sufficient to show linguistic development, but not so large that you cannot give each event in the process sufficient attention.
- **Structure:** your essay should have narrative form – a beginning, a middle, and an end.
- **Argumentation:** your discussion should be sensible and have a clear, logical sequence.
- **Evidence:** you should not assert; always provide supporting evidence or argument.
- **Completeness:** while you are describing only one part of a larger process, your description should be comprehensive.
- **Referencing:** you should use appropriate references which support your arguments.
- **Novelty:** if you are able to add new ideas, so much the better.

Level	Breadth	Structure	Argumentation	Evidence	Completeness	Referencing	Novelty
A++ 90-100	You have identified a highly relevant developmental process and described it fully and accurately.	The structure is intuitive and guides the reader through the essay seamlessly. A pleasure to read.	The discussion is closely argued and the conclusions are persuasive. A developmental trajectory has been established.	Extensive and highly relevant evidence is drawn from a wide range of sources and presented clearly.	You give a full and cogent discussion of the steps you describe. You offer a balanced and integrated analysis.	Complete Harvard (or similar) referencing used. Sources are relevant, authoritative and used correctly.	Considerable thought has been put into how the process could have occurred, and interesting new solutions have been given.
A+ 80-89	The developmental process described forms a coherent whole. The what, how and why of each part of the process is shown fully.	The essay is organised very effectively, with well-ordered topics and proper use made of appendices. Paragraphing, punctuation and lexis are correct.	The discussion has a logical sequence, and discusses consistencies and inconsistencies in a clear and believable way.	Evidence is well-presented and compelling. The range of sources is good.	You show an extensive understanding of the process you address, and you contextualise it well.	Referencing is complete, sufficient and correct. Sources are authoritative.	Considerable thought has been put into how the process could have occurred, generating new insights.
A 70-79	Explanations are mostly complete, clear and unambiguous. The process studied is coherent and described in sufficient detail.	The essay is well-ordered and easy to follow. The steps selected are linked together coherently.	Sequence is sufficient, and consistencies and inconsistencies in the argumentation are discussed well.	Evidence is well-presented and mostly compelling. The role of evidence in the essay is clear to the reader.	There is a good understanding of the process you address, with sufficient context given.	Referencing is complete, sufficient and correct.	Some new ideas have been explored effectively.
B 60-69	Sufficient information is given to show that you have read well and understood the developmental process covered.	Presentation is mostly effective and reader-aware, but some areas could be improved.	Consistencies and inconsistencies in the argumentation are discussed adequately. There are few logical discontinuities.	Evidence is mostly well-presented, and relevant to the arguments made.	You show a good understanding of the process described, with a largely sufficient understanding context.	Referencing is complete and sufficient but contains some minor errors.	New ideas have been proposed, although they need to be expanded on.
C 50-59	Explanations are good, but EITHER the process described does not cohere well OR important features are under-described.	Presentation is good, but there is only occasional awareness that the report has a reader.	Some arguments are discussed in a way that shows a clear understanding, but some are incomplete or not addressed.	Evidence is presented competently. However, its relevance is not always clear.	There is sufficient understanding of the process described, but context could have been considered in more detail.	Referencing is mostly complete and sufficient, although with errors.	Novelty is limited, but the student has shown that they understand its importance.
D 40-49	The process is discussed sufficiently well, but breadth of understanding is only adequate.	Adequate presentation, but information could have been presented in a better order.	While the importance of argumentation is recognised, the arguments made need more work.	Evidence is correctly chosen, but not always adequately presented.	Adequate understanding of the process described, but only partially contextualised.	Referencing is complete but insufficient. Sources used are adequate.	Nothing unusual demonstrated, but nothing unworkable included.
F 33-39	Limited indication that the student understands the developmental process discussed.	There are issues with the organisation of the report, creating discontinuities in the presentation of information.	Incomplete understanding of the process of academic argument.	Some of the evidence needed is not provided or is difficult to interpret.	Insufficient understanding of the process described; OR insufficient understanding of the context.	Referencing is incomplete or insufficient. Sources used are inadequate.	There is an attempt to introduce new ideas, but they are not argued fully. Some unsupported assertions are made.
FF 0-32	Explanations are ineffective or missing.	Serious organisational problems which make it difficult or impossible to understand.	Little understanding of academic argument.	Key evidence is missing or wrongly interpreted or incomprehensible.	Understanding of the language development process you describe is not demonstrated.	Referencing is incomplete and insufficient. Sources used are inadequate.	The essay does not build from existing to new knowledge. Faulty assertions are made without support.