AE3b Writing Assignment

Academic essay: problem - solution

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| Aims: | to test academic writing skills with a drafting process |
|  | to improve achievement by responding to feedback |
| Objective: | to write a problem solution essay with in-text referencing |
| Description: | Water scarcity is one of the key environmental issues of our time. |
|  | Identify some major causes of water scarcity and describe two solutions. |

Requirements:

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| Task guidelines | Write a formally structured problem-solution essay.  Use information from the Pearce and Glennon texts in the 3b BoR.  You may also use Balch to support your ideas.  Summarise and/or paraphrase information from the texts.  Use in-text citations.  Use no more than two brief direct citations.  Include a reference list (not included in the word count). | |
| Content | Identify some major causes and describe two solutions supported with evidence from the texts.  Paraphrase ideas from the text.  Show clear separation of ideas into paragraphs. | |
| Language | Write in a formal academic style.  Use a range of both simple and complex sentences.  Show causal relations, explanation and hedging. | |
| Format | A4 paper: word-processed; Arial 11 point with 2.0 line spacing. | |
| Length | 500 words | |
| Submission documents | Draft: cover sheet, outline, draft, self-assessment, criteria.  Final: cover sheet, outline, draft, self-assessment, criteria, final. | |
| Value | 15% | |
| Submit draft to UTS Online and teacher | Day: | Date: |
| Drafting workshop | Day: | Date: |
| Submit final to UTS Online & teacher | Day: | Date: |

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| **HD** | | Fully answered task with complete development of relevant information and few, if any, noticeable limitations  Excellent understanding of text/s shown  An excellent amount of paraphrasing for this level  Mostly correct use of citations | | Excellent organisation at whole text and paragraph levels with few, if any, noticeable problems for  this level in e.g. topic sentences  Information is sequenced logically.  Smoothly linked sentences within each paragraph – very good use of referents and linking words with ideas carried throughout | | Full range of appropriate vocabulary for this level  with few, if any, noticeable problems  Skilful use of less  common words and collocations  Consistent level of formality  Word form errors are rare. | | Full range of structures for this level  Nearly all sentences are accurate (excluding article errors).  Meaning is clearly supported.  No noticeable punctuation errors | | Works with and responds to feedback fully with  few, if any, noticeable limitations  Outlines, drafts, edits and  proofreads work  skilfully  Self-assesses thoughtfully |
| **D** | | Very well answered task with suitable development of information and only minor limitations (e.g. relevance)  Clear understanding of text/s mostly shown  A very good amount of paraphrasing for this level  Some correct use of citations | | Very well organised at whole text and paragraph levels – there may be minor problems in e.g. topic sentences.  Information is mostly sequenced logically.  Most sentences are very well linked within each paragraph – good use of referents and linking words with ideas mostly easy to follow. | | Wide range of appropriate vocabulary  for this level with only minor problems  Very good use of less  common words and collocations  Mostly consistent level of formality  There may be minor word form errors. | | Wide range of structures for this level  Most sentences are accurate (excluding article errors), i.e.  inaccurate sentences are few in number.  Meaning is generally clear.  There may be minor punctuation errors. | | Works with and responds to feedback very well with only minor limitations  Outlines, drafts, edits and proofreads work very well  Self-assesses thoughtfully |
| **C** | | Generally well answered with good development of information, but there are also limitations (e.g. relevance).  Understanding of text/s generally shown  A good amount of paraphrasing for this level  There may be some  strings of copied text (i.e. unquoted strings).  Limited and/or incorrect use of citations | | Generally well organised at whole text and paragraph levels, but there may be some problems in e.g. topic sentences.  There may be some  problems in logic (i.e. relationships between ideas).  Good sequencing of information  Sentences are generally well linked, but there may be some problems using referents / linking words – some ideas may be less easy to follow. | | Good range of vocabulary for this level, but with some problems  May take risks with less common words and  collocations, but with some errors  Level of formality may have some problems.  There may be some word form errors. | | Good range of structures for this level  There are more accurate than inaccurate sentences (excluding article errors).  Meaning tends to be clear.  There may be some punctuation errors. | | Works with and responds to feedback well, but with some limitations  Outlines, drafts, edits and proofreads work well  Self-assesses |
| **P** | | Satisfactorily answered task with development of information, but there are also parts that are irrelevant, incomplete or go off topic.  Understanding of text/s sometimes shown  A satisfactory amount of paraphrasing for this level  There are some strings of copied text (i.e. unquoted strings).  Little and/or incorrect use of citations | | Satisfactorily organised at whole text and paragraph levels, but there may be some problems in e.g. topic sentences.  There are some problems in logic (i.e. relationships between ideas).  Some good sequencing of information.  Some sentences are well linked, but there are also problems using referents / linking words – there may be some ideas that are difficult to follow. | | Satisfactory but narrow range of vocabulary for this level with problems  Less common words and collocations are few in number and may have errors.  Level of formality may have problems.  Word form errors may be noticeable.  May have minor spelling  errors | | Satisfactory but narrow range of structures for this level  There is a similar number of accurate and inaccurate sentences (excluding article errors).  There may be some  lack of clarity in meaning.  There may be punctuation errors. | | Works with and responds to  feedback  satisfactorily, but with limitations  Outlines, drafts, edits and  proofreads work satisfactorily  Self-assesses |
| **F3** | Unsatisfactorily answered task with development of information often irrelevant, incomplete or off topic  Understanding of text/s not clearly shown  An unsatisfactory amount of paraphrasing for this level  There are several strings of copied text (unquoted) or many strings of copied text (quoted).  There may be no citations. | | | Unsatisfactory organisation at whole text and paragraph levels, and there are problems in e.g. topic sentences.  There may be many  problems in logic (i.e. relationships between ideas).  There may be poor sequencing of information.  Many sentences are not well linked – there may be many ideas that are difficult to follow. | | Unsatisfactory range of vocabulary for this level with many problems  Occasionally uses less  common words, but often incorrectly  There may be many problems with collocations.  Level of formality may be inconsistent.  Word form errors may be common.  May have spelling errors | | Unsatisfactory range of structures for this level  There are fewer accurate than inaccurate sentences (excluding article errors).  There is loss of meaning in parts.  There may be many punctuation errors. | | Works with and responds to feedback unsatisfactorily  There are many problems.  Outlines, drafts, edits and/or proofreads work unsatisfactorily  May not self-assess |
| **F2** | Incorrectly or poorly answered task with development of information mostly irrelevant, incompleteor mostly off topic  Understanding of text/s poorly shown  A poor amount of paraphrasing for this level and no citations  **30%-40% is copied**  **(unquoted or quoted).** | | | Poor organisation at whole text and paragraph levels, and there are many problems in e.g. topic sentences.  There are many problems in logic (i.e. relationships between ideas).  There is poor sequencing of information.  Most sentences are not well linked – most ideas are difficult to follow. | | Insufficient range of vocabulary for this level  Rarely uses less common words  There are many problems with collocations.  Level of formality is inconsistent.  Word form errors are common.  May have many spelling errors | | Insufficient range of structures for this level  Most sentences have errors (excluding article errors), i.e. accurate sentences are few in number.  There is much loss of meaning.  There may be many punctuation errors. | | Works with and responds to feedback poorly  Most processes have problems.  Outlines, drafts, edits and/or proofreads work poorly  May not self-assess |
| **F1** | Does not answer task, or very poor development of information, which is irrelevant, incomplete or completely off topic  Understanding of text/s not shown  Little evidence of paraphrasing and no citations  **40%-50% is copied**  **(unquoted** **or quoted).** | | | Very poor organisation at whole text and paragraph levels – any paragraphing is unhelpful.  Illogical relationships between ideas  Very poor sequencing of information  Nearly all sentences are poorly linked with almost no ideas carried. | | Unable to use vocabulary at this level  Cannot use less common words or collocations correctly  There is an inconsistent level of formality that may also be inappropriate.  Word form and spelling errors are very common. | | Very poor range of structures for this level  Almost all sentences have errors (excluding article errors).  There is a loss of meaning throughout.  There may be many punctuation errors. | | Does not work with or respond to feedback  Does not outline, draft, edit and/or proofread work  May not self-assess |
| Student production must reflect either the majority of a grade’s descriptors to award that grade or a balance of divergent descriptors.  A bolded descriptor overrides all higher un-bolded descriptors.  A string of copied text contains five or more consecutive words.  Penalty on content for under/over length: 10-24% minus one grade, 25-49% minus two grades, 50+% minus three grades. (Include copied strings in the word count, but exclude copied strings when assessing Vocabulary and Grammar.)  Penalty for over 50% copying: **F1 in all categories**. Percentage of copying relates to length of script up to the recommended word length. | | | | | | | | | | |
| To improve, you should: | □ Read to understand the task more carefully. | | □ Revise structure for the task. | | □ Revise vocabulary for this level. | | □ Revise grammar for this level. | | □ Take more care doing your outline. | |
| □ Develop your ideas more fully. | | □ Make more logical connections (coherence). | | □ Check your spelling more carefully. | | □ Check your sentences for accuracy more carefully. | | □ Proofread and edit your work more carefully. | |
| □ Write the correct number of words. | | □ Link your ideas more smoothly (cohesion). | | □ Expand your vocabulary:  read more | | □ Use a greater variety of sentence patterns. | | □ Use the feedback you receive to improve your work. | |
| □ Practise paraphrasing. | | □ Support topic sentences more clearly. | | □ Think about level of formality. | | □ Improve your punctuation. | | □ Remember to selfassess. | |
| □ Revise references. | | □ Write with clear paragraphs. | | □ Improve your knowledge of word forms. | |  | |  | |
| □ Do not plagiarise. | |  | |  | |  | |  | |

Other comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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