

Module: Public Opinion and Persuasion
Assessment 1: Essay (70%)

	100-80%	79-70%	69-60%	59-50%	49-40%	39-30%	29-0%
	The work produced is exceptional in most/all aspects, substantially exceeding expectations for this level	The work produced is of excellent quality, exceeding expectations for this level in many aspects.	The work produced meets all of the intended learning outcomes and exceeds the threshold expectations for this level in several of them	The work produced meets all of the intended learning outcomes and exceeds the threshold expectations for this level in some of them.	The work produced meets all of the intended learning outcomes at, but rarely exceeding the threshold expectations for this level.	The work produced fails to meet all of the intended learning outcomes and is marginally inadequate for this level.	The work produced fails to meet all of the intended learning outcomes and is inadequate for this level.
Knowledge and Understanding (40%) Students demonstrate a firm grasp of the relevant literature and the main concepts of public opinion generation. Moreover students demonstrate depth and breadth of coverage, as well as awareness of the issues related to the case study topic.	Highly detailed knowledge and understanding of the relevant literature and the main concepts of the public opinion field. Awareness of the ambiguities and limitations of the nature of the issues that surround the topic of the case study.	Detailed knowledge and understanding of the relevant literature and the main concepts of the field of public opinion generation. Beginning to show awareness of the limitations and opportunities that emerge from the issues that surround the case study topic.	Good, consistent knowledge and understanding of the relevant literature and the main concepts in the field of public opinion generation. Good knowledge and understanding of the nature of the issues that surround the chosen case study.	Sound, routine knowledge and understanding of the relevant literature and the main concepts of the field of public opinion generation. Some flaws may be evident in the knowledge and understanding of the nature of the issues related to the case study topic.	Broadly accurate knowledge and understanding of the relevant literature and the main concepts of the field of public opinion. Some elements missing and flaws evident in the knowledge and understanding of the nature of the issues that surround the topic of the case study.	Gaps in knowledge and superficial understanding of the relevant literature and the main concepts in the field of public opinion generation. Some inaccuracies in the knowledge and understanding of the nature of the issues that surround the particular case study topic.	Major gaps in knowledge and understanding of the relevant literature and the main concepts in the field of public opinion generation. Significant inaccuracies in the knowledge and understanding of the nature of the issues surrounding the case study topic.

<p>Cognitive Skills (20%)</p> <p>The students are able to demonstrate knowledge through the use of examples, quotations and evidence. Moreover, the students are able to demonstrate knowledge in a coherent and appropriate structure and organization where the main points are developed logically and where the relevance of the material to the theme is made clear.</p>	<p>Logical, articulate use of excellent examples for concepts, ideas and issues of public opinion generation covered throughout the module. This is a consistent feature. Excellent and explicit acknowledgement of discussion of theories and concepts. Ideas are excellently articulated and logically developed with a range of judiciously selected evidence, drawn from relevant research.</p>	<p>Very good use of relevant examples for concepts, ideas and issues of public opinion generation covered throughout the module. Explicit acknowledgement of discussion around concepts and around examples. Ideas well- articulated, and logically developed with a range of evidence, coherently and relevantly linked to the concepts.</p>	<p>Good examples identified for concepts, ideas and issues of public opinion generation covered throughout the module. The examples are not analysed in detail based on evidence or data. Acknowledgement of discussion between concepts and evidence provided. The evidence of linkage between concepts and examples although with some flaws in interpretation. Ideas generally logically structured, coherently expressed, well organised and supported with certain minor errors or flaws.</p>	<p>Examples identified for different ideas, concepts and issues of public opinion generation regarding the role of fake news or spinfluence. An emerging awareness of different stances and demonstration of an ability to use evidence to support a coherent explanation with the relevant link to the concepts applied. Broadly valid structure and logic reasoning although not always coherent. The examples used are overall appropriate and relevant but not original.</p>	<p>Some examples are used to explain the ideas, concepts and issues of public opinion and fake news/spinfluence. Sense of structure emerging though not completely coherent and does not follow the template of the analysis process. Some evidence to support views, but not always consistent or relevantly linked to the concepts. Some relevant structure and logic with major flaws in reasoning.</p>	<p>Almost absence of examples or evidence to apply the knowledge. Views/ findings sometimes illogical or contradictory. Generalisations/ statements made with scant evidence and with limited or no links with the concepts. Structure of ideas and logic is not appropriate and the examples used are neither relevant nor valid.</p>	<p>No use of examples or evidence to apply the knowledge. Only personal views offered. Unsubstantiated generalizations with no links to the theoretical concepts. Little or no attempt to structure ideas in a logical manner.</p>
<p>Practical and Professional Skills (20%)</p> <p>Providing the innovative approach and conclusions to the topic of the case study.</p> <p>The students must</p>	<p>Exceptionally innovative approach to key issues of public opinion generation related to the fake news/spinfluence. Exceptionally original conclusions with the ready to apply scheme.</p>	<p>Very innovative approach to key issues in public opinion generation in relation to fake news/spinfluence. The conclusions are very original and are applicable</p>	<p>Considerable level of innovation in approaching the key issues in public opinion field and the case of the fake news or spinfluence in its generation. Considerable level of ability to develop</p>	<p>Sufficient level of innovation in approaching the key issues in public opinion field and the case of the fake news or spinfluence in its generation. Sufficient level of</p>	<p>Some signs of innovation demonstrated when approaching the key issues in public opinion field. The conclusions are beginning to demonstrate the applicable and</p>	<p>Limited innovation in the manner to approach the key issues of public opinion. The limited applicability and originality of the proposed solutions. Limited ability to defend and justify</p>	<p>Little or no innovative approach to key issues of public opinion. No original and applicable solutions. The point of view is not justified by the evidence and theoretical</p>

<p>bring an innovative approach to key issues of public opinion generation regarding the role of the fake news. They are expected to formulate the original and applicable conclusions. The ability to justify their point of view and defend the solution based on the theoretical and research examples provided will be specially valued</p>		<p>to certain extent. The student has been able to defend and justify his point by the research applied in the essay.</p>	<p>the original and applicable solutions although not always related to the evidence provided. Considerable level of the use of the research to prove the point and justify it although with some minor flaws.</p>	<p>ability to develop the original and applicable solutions. Sufficient level of the use of the research to prove the point and justify it.</p>	<p>original thinking. Occasionally the student can prove his point by the research used.</p>	<p>the point of view by the research applied in the work.</p>	<p>explanation.</p>
<p>Transferrable and Key Skills (20%)</p> <p>The student is able to communicate ideas in a concise, clear way using the correct academic language. This written presentation element requires students to be able to present an assignment that is correct in terms of spelling, grammar, and paragraphing.</p> <p>The student is able to consistently</p>	<p>Sentence structure and fluency outstanding and demonstrates sophisticated command of lexis, syntax and register, written in idiomatic language. Tone corresponds to original text.</p> <p>Exceptionally wide range of relevant literature used critically to inform argument, balance discussion and/or inform problem-solving. Consistently accurate and assured use of academic</p>	<p>Overall impression is of accuracy and complex sentences used regularly and successfully. Fluency very good and broad range of vocabulary used to very good effect. Tone corresponds to original text.</p> <p>Critical engagement with appropriate reading. Knowledge of research-informed literature embedded in the</p>	<p>Overall impression is of accuracy. Sentence structure and fluency good and generally able to use appropriate vocabulary, though there may be a few gaps in knowledge or in understanding of usage.</p> <p>Knowledge of the field of literature appropriately used to support views. Research-informed literature integrated into the work. Good use of academic conventions in citing, referencing and in structure, and format.</p>	<p>Sentence structure and fluency reasonable and adequate to convey the sense. Some errors but rarely interfering with communication: not very successful attempts to use complex structures and appropriate connectors and/or predominant use of simple structures.</p> <p>Knowledge of literature beyond core text(s). Literature used accurately but descriptively.</p>	<p>Sentence structure and fluency poor and clumsy on occasions. The literal sense of the original passage is conveyed to some degree, but lexical and syntactical problems impede fluency to a noticeable extent.</p> <p>Some evidence of reading, with superficial linking to given text(s). Some academic conventions evident and largely consistent, but with some weaknesses. The structure is scarcely present and not attractive. The organisation in</p>	<p>Inappropriate syntax, lexis or register may turn reading into a very difficult task. Some relevant vocabulary is present but shows inability to handle relatively common structures and vocabulary.</p> <p>Evidence of little reading appropriate for the level of study, and/or indiscriminate use of sources. Academic conventions used weakly. Format and structure is flaw.</p>	<p>Incomprehensible or significantly incomplete. Demonstrates inability to produce basic grammatical structures and vocabulary in context.</p> <p>No evidence of reading. Views are unsupported and non- authoritative. Academic conventions largely ignored. No stricture and formatting in accordance to academic standards.</p>

<p>reference in accordance to Harvard style, including in-text referencing and full list of references. Moreover, the references reflect adequate reading and research from reliable academic sources. The structure must be clear, easy to navigate and attractive. Format and organisation must correspond to academic writing requirements.</p>	<p>conventions in citing, referencing and in structure, and format.</p>	<p>work. Consistently accurate use of academic conventions in citing, referencing and in structure, and format.</p>		<p>Academic skills generally sound. The structure is clear and format/organisation keeps the academic standards.</p>	<p>format is responding to academic standards in limited way</p>		
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