

Module: Public Opinion and Persuasion
Assessment 1: Campaign Analysis (30%)

	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 in the field and identify the core issues in the case. Their analysis should reflect a correct understanding of concepts and theories seen in the module. They are expected to use their views in a useful exploration of information sources.	Highly detailed knowledge and understanding of the relevant literature and the main core issues of the case study. Awareness of the ambiguities and limitations of the nature of the case study. Detailed, wide and deep exploration of the sources and data from reputable scientific sources.	Detailed knowledge and understanding of the relevant literature and the main core issues of the case. Beginning to show awareness of the limitations and opportunities of the case study.	Good, consistent knowledge and understanding of the relevant literature and the main core issues of the case. The good exploration of sources.	Sound, routine knowledge and understanding of the relevant literature and regarding the identification of the core issues in the case. Some flaws may be evident in the knowledge and understanding of the nature of the case study and sources exploration.	Broadly accurate knowledge and understanding of the relevant literature and in the identification of the core issues of the case. Some elements missing and flaws evident in the knowledge and understanding of the nature of the case study and in sources exploration.	Gaps in knowledge and superficial understanding. of the relevant literature and incorrect identification of key concepts. Some inaccuracies in the knowledge and understanding of the nature of the case study. The insufficient and superficial exploration of the sources.	Major gaps in knowledge and understanding of the relevant literature and identifying the core issues of the case study. Significant inaccuracies in the knowledge and understanding of the nature of the case study and the theoretical base provided in the module. The lack of exploration of the sources.

<p>Cognitive Skills (20%)</p> <p>The students are able to demonstrate knowledge through the use of valid examples, quotations and evidence in coherent manner. 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. The linkage between the different operational concepts is valid and relevant.</p>	<p>Logical, articulated use of excellent examples for core concepts, and ideas covered throughout the module. This is a consistent feature. Excellent and explicit acknowledgement of discussion of ideas and concepts. Ideas are excellently articulated and logically developed with a range of judiciously selected evidence, drawn from relevant and valid research. The profound analysis of the reputable and significant polls accompanied by the according interpretation of the results.</p>	<p>Very good use of relevant examples for core concepts, and ideas covered throughout the module. Explicit acknowledgement of discussion around concepts. Ideas well-articulated, and logically developed with a range of valid and coherent evidence by means of insightful analysis of prestigious polls.</p>	<p>Good examples identified for core concepts and ideas covered throughout the module. Acknowledgement of discussion between concepts and concepts-examples. Ideas generally logically structured, coherently expressed, well organised and supported. Validity in coherence in evidence used as well as in concepts linking. The analysis is adequate and sufficiently deep of the representative polls.</p>	<p>Examples are identified correctly for different political ideas and concepts. An emerging awareness of different stances and ability to use a valid evidence to support a coherent explanation by means of reputable polls. Broadly valid structure and logic reasoning and analysis. The examples used are overall appropriate, valid and relevant. Similarly, the linkage between concepts is becoming evident and clearly identified.</p>	<p>Some examples used to explain the core concepts. Sense of structure emerging though not completely coherent. Some evidence to support views, but not always consistent, valid or coherent. Some relevant structure and logic. Some relevant linkage between concepts and data from polls. The scarce polls' analysis with not sufficient level of detail.</p>	<p>Almost absence of evidence to apply the knowledge. Views/ findings sometimes illogical or contradictory. Generalisations/ statements made with scant evidence. Structure of ideas and logic is not appropriate and the examples used are neither relevant nor valid. Scarce or non-existent links between concepts and data. Data are present but not analysed or interpreted.</p>	<p>No use of examples or evidence to apply the knowledge. Only personal views offered. Unsubstantiated generalizations. Little or no attempt to structure ideas in a logical manner. No links between concept and examples.</p>
<p>Practical and Professional Skills (20%)</p> <p>Evidence of Ability to Draw an Innovative and Applicable Proposal</p> <p>The students are</p>	<p>Exceptional level of innovative approach to key issues identified in the case. Exceptionally original conclusions that are exceptionally exposed and developed in</p>	<p>Very good level of innovative approach to key issues identified in the case. Very original conclusions that are very well exposed and developed. Very good coherence between proposal</p>	<p>Good level of innovative approach to key issues identified in the case. Very correct conclusions that are well exposed and developed. Good coherence between proposal and the case. The satisfying</p>	<p>Considerable level of innovative approach to key issues identified in the case. Correct conclusions and sufficiently exposed and developed. Considerable coherence between</p>	<p>Sufficient level of innovative approach to key issues identified in the case. Correct conclusions but not sufficiently exposed and developed. Sufficient coherence between proposal and the case. The sufficient</p>	<p>Limited evidence of innovative approach to key issues identified in the case. Incorrect conclusions drawn. Limited coherence between proposal and the case. The limited originality and applicability of</p>	<p>Little or no evidence of innovative approach to key issues identified in the case. No conclusions drawn. Lack of coherence between proposal and the case. The proposal is not original and not</p>

<p>expected to bring an innovative approach to key issues identified in the case. The proposal of improvements demonstrates original and innovative approach yet is applicable. The proposal is justified correctly but the preceded research and conclusions show the coherence and validity with the case.</p>	<p>consistent manner. Exceptional coherence between proposal and the case. Exceptional and consistent level of originality and applicability of proposal based on the data analysed. The choice of data is correct and excellent for the purposes of the proposal.</p>	<p>and the case. Very good level of originality and applicability of proposal related accordingly to the data and poll of the student's choice.</p>	<p>level of originality and applicability of proposal based on polls that are not prestigious source and poorly selected to support the analysis.</p>	<p>proposal and the case. The considerable level of originality and applicability of proposal but with limited connection to the selected polls.</p>	<p>level of originality and applicability of proposal. Polls are mentioned but not further explored in relation with the proposal. The polls are not informative source.</p>	<p>proposal. The polls are overlooked and/or come from not reputable sources.</p>	<p>applicable. No use of polls to support the proposal.</p>
<p>Transferrable and Key Skills (20%)</p> <p>Referencing, language and Presentation</p> <p>The student is able to communicate ideas in clear and concise way in written form and using an appropriate style of writing. 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</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 conventions. The structure is well developed and the professional</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 work. Consistently accurate use of</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 both in sources usage and structure. Professional language is adequately used with some jargon</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. Academic skills generally sound. The structure is</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 present but demonstrate the flaws and the professional language is limited.</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. Structure is flaw and professional vocabulary inappropriate.</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 use of professional terms. Lack of structure.</p>

<p>consistently 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 language must be professional yet free of jargon. The structure is clear, attractive, logical and easy to navigate.</p>	<p>language used accordingly remaining clear and attractive.</p>	<p>academic conventions in sources usage and structure. Professional language that keeps the clearness.</p>	<p>present.</p>	<p>appropriate, similarly the language although too much jargon.</p>			
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