# CLARIFICATIONS FOR ASSESSORS AND IVS ON

## DOC174 ASSIGNMENT FRONT SHEET AND BRIEF TEMPLATE

MCAST QUALITY ASSURANCE DEPARTMENT

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# THREE FORMS ARE AVAILABLE. WHICH SHOULD I USE?

- FOR STANDARD ASSIGNMENTS (HOME-BASED, CLASS-BASED, TIME-CONSTRAINED) TO BE COMPLETED BY INDIVIDUAL LEARNERS, WHETHER PEN-AND-PAPER OR TYPED RESPONSES, USE **DOC_174**
- FOR ASSIGNMENTS INVOLVING MULTIPLE LEARNERS WHERE SOME/ALL CRITERIA MARKS WILL BE SHARED, USE **DOC_176**.
- FOR ASSIGNMENTS MAINLY ASSESSED ORALLY OR THROUGH PRACTICAL DEMONSTRATIONS/ EXPLANATIONS, USE **DOC_440**.
- ALL FORMS CAN BE DOWNLOADED FROM FORMS (ACADEMIC) ON THE MCAST INTRANET.
- VERSIONS IN MALTESE FOR ALL THREE FORMS WILL BE MADE AVAILABLE SHORTLY.

# IS THE AI DECLARATION FORM (SECTION 2) ALWAYS NECESSARY?

- THE **AI DECLARATION FORM** WAS INTRODUCED TO COMPLEMENT, CLARIFY, AND RESTRICT USE OF GEN AI TOOLS IN THE PRE-PRODUCTION, PRODUCTION, AND/OR FINALISATION PHASES OF ASSIGNMENTS, ESPECIALLY THOSE REQUIRING WEB-BASED ACCESS.

- CBA OR TCA ASSIGNMENTS WHICH ARE PEN-AND-PAPER BASED SHOULD STILL INCORPORATE SECTION 2 WITH THE ASSIGNMENT BRIEF SINCE THERE HAVE BEEN CASES OF LEARNERS WHO HAVE MADE UNAUTHORISED USE OF SMARTPHONES OR OTHER DEVICES TO ACCESS THE INTERNET DURING THEIR CBA/TCA.

- IN SUCH INSTANCES, A CONFIRMATION THAT NO AI WAS USED WHEN PROVEN OTHERWISE GIVES ASSESSORS BETTER LEVERAGE TO APPLY THE APPROPRIATE WARNINGS/SANCTIONS.

- TO UNDERSTAND BETTER WHEN AND WHERE GEN AI IS PERMISSIBLE IN ASSIGNMENTS, PLEASE REFER TO **APPENDIX 5 OF DOC 099**

- ANY **PERMISSIBLE USE OF AI TOOLS MUST BE OUTLINED IN SECTION 3** OF THE ASSIGNMENT BRIEF (UNDER ASSIGNMENT INSTRUCTIONS). YOU MAY ALSO WANT TO DO THE SAME BEFORE SPECIFIC TASKS (THEREBY EXCLUDING OTHERS).

# DO LEARNERS NEED TO USE THESE FORMS FOR ASSIGNMENTS SUBMITTED ON MOODLE/MCAST VLE?

- THIS DEPENDS ON THE TYPE OF WORK LEARNERS ARE REQUIRED TO COMPLETE.
- FOR WRITING TASKS SUBMITTED VIA WORD PROCESSING TOOLS, STUDENTS ARE TO COMPLETE AND INCLUDE THE FRONT SHEET AND AI DECLARATION FORM AS PART OF THEIR WORD DOCUMENT. ANY SIMILARITY PERCENTAGE GENERATED BY THE FRONT SHEET IS TO BE IGNORED.
- ASSIGNMENTS WHERE THE ASSESSOR HAS PRE-SET QUESTIONS VIA MOODLE FORMS OR QUIZZES WOULD NOT REQUIRE LEARNERS UPLOADING THE BRIEF AS THE RESPONSES WOULD BE ONLINE. THE SAME APPLIES FOR MATERIAL UPLOADED IN SLIDE OR VIDEO FORMAT.
- HOWEVER, ENSURE THAT THE DECLARATION ON THE USE OF AI HAS STILL BEEN FILLED OUT AND IS ACCESSIBLE TO THE ASSESSOR.
- ASSIGNMENTS REQUIRING COMPLETION OF WORK IN THE FORM OF WRITING, WHETHER BRIEF OR LENGTHY, OR TASKS INVOLVING USE OF GEN AI (TO AN EXTENT), USE OF ADDITIONAL DATA AND RESOURCES ETC. REQUIRE THE ASSIGNMENT BRIEF WITH RESPONSES BEING INCLUDED UNDER THE APPROPRIATE SECTIONS.

# ASSIGNMENT BRIEF TEMPLATE – DO I HAVE TO USE THE SAME FORMATTING FOR MY ASSIGNMENT?

- SHORT ANSWER IS NO! THERE IS NO PRESCRIBED VISUAL FORMAT FOR THE ASSIGNMENT BRIEF. THE ASSIGNMENT BRIEF TEMPLATE WAS INCLUDED TO CLARIFY CONTENT REQUIREMENTS AND SUGGEST STRUCTURE.

- AS PART OF A STUDENT-CENTRED APPROACH, **ASSESSORS SHOULD PRESENT THE BRIEF IN A WAY THAT SUPPORTS HOW THEIR LEARNERS BEST ACCESS, UNDERSTAND AND ENGAGE WITH THE ASSESSMENT TASK.**

- HOWEVER, **INFORMATION ELEMENTS** SUCH AS REFERENCE TO MARKS, ASSESSMENT CRITERIA, ASSIGNMENT AND TASK-SPECIFIC INSTRUCTIONS ETC. **MUST BE INCLUDED.**

# ASSIGNMENT INSTRUCTIONS (SECTION 3)

- **GENERAL ASSIGNMENT INSTRUCTIONS** SHOULD PRECEDE SPECIFIC TASK INSTRUCTIONS. THIS TYPICALLY INCLUDES INFORMATION ON THE DURATION OF THE ASSESSMENT (IF A CBA, THE NUMBER OF WEEKS AND DAYS ON WHICH ASSIGNMENT DELIVERABLES ARE DUE; THE NUMBER OF SECTIONS/TASKS; WHICH LEARNING OUTCOMES ARE PEGGED TO THE ASSIGNMENT; IF IT IS A SYNOPTIC WITH PARTIAL OPTION, WHICH SECTIONS CANDIDATES ARE EXPECT TO COMPLETE; IF AI TOOLS ARE PERMITTED, CLARIFY WHICH/WHERE/HOW ETC.)

- This assignment is composed of a **three-hour component**.
- The assignment covers the **four** learning outcomes of CDKSK-206-2307 English and consists of **two parts**.
- **Part One** assesses listening, reading comprehension, and writing and **Part Two** assesses speaking and reading.
- Part One comprises seven tasks (A-G), and Part Two consists of three tasks (H-J). All tasks should be attempted.
- All writing should be done on the test script enclosed.
- Read task instructions carefully.
- Cases of copying or plagiarism, as defined in the MCAST Academic Integrity Policy, will be dealt with in accordance with the procedures outlined in that document.

- For **Part 2**, compile the four academic sources provided by making use of **ZoteroBib**, a bibliography generator. It can be accessed here:

  https://zbib.org/

- Select **IEEE Reference Guide ver. 11.29.2023** as the final output style.
- However, it is recommended that you **check each referential entry for accuracy against the IEEE Reference Style Guide ver. 2025** found under Week 14 on the VLE page.
- No other generator is recommended for use as there will be variations in the final result obtained.
- Once the list has been compiled, **save your work as an MS Word document with your name and surname as the file name**. Upload your document under the correct group on the VLE.

# TASK INSTRUCTIONS (SECTION 3)

- **TASK INSTRUCTIONS** ARE SPECIFIC TO EACH TASK / SECTION / SCENARIO SET. ASSESSORS AND INTERNAL VERIFIERS SHOULD ENSURE THAT THESE INSTRUCTIONS ARE CLEAR IN WORDING AND IN PURPOSE (ESPECIALLY FOR TIME-CONSTRAINED ASSIGNMENTS WHERE ASSESSOR INPUT IS UNAVAILABLE/RESTRICTED).

- TASKS SHOULD BE NUMBERED OR LETTERED AND ACCOMPANIED BY CRITERIA AND CUMULATIVE MARK SET TO THAT TASK. AVOID EXCESSIVE OR REDUNDANT WORDING, UNLESS A SCENARIO IS BEING PRESENTED.

- WHERE SPECIFIC QUESTIONS ARE SET, MARKS PER QUESTION SHOULD BE DISPLAYED FOR EASE OF REFERENCE TO LEARNERS AND INTERNAL VERIFIERS AND CO-ASSESSORS. MARKS CAN ALSO BE DISPLAYED IN MARKING SCHEMES OR RUBRICS.

2. The abstract above essentially corresponds with the structure of IMRaD papers. Explain why. (RU1 - 2 marks)

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3. Before authors discuss the primary study, another section is necessary. This section is not represented by the abstract but it is typically found further down in an IMRaD-style paper. Name this section and briefly explain its purpose. (RU1 - 3 marks)

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**PART ONE: PRESENTATION DESIGN**

Prepare and record an **8-10 minute** presentation which will support your oral examination (viva). Your presentation must focus on the following:

1. A validation of the research problem proposed for eventual study.

Keep in mind the following:

*What research area and topic does your proposed research fall under? What problem/ real world issue are you proposing to pursue next year, and why? Especially develop reasons why this problem merits investigation.*

2. How you plan to conduct your research and develop/test your prototype. Comparison with 2–3 previously reviewed approaches/techniques is necessary.

Keep in mind the following:

*Think about methods you have discussed and analysed in your literature review. Which of these are most closely aligned with your proposed research? Why? How would you implement any of these in your project? Would you make any modifications or do things differently? Why?*

Remember to cite all sources being referred to in your presentation, both in-text and at the end of your presentation.

# MARKING SCHEME OR GRADING RUBRIC? (SECTION 3)

- ASSESSMENT VARIES IN MODALITY AS WELL AS IN THE TYPE OF RESPONSES REQUIRED OF LEARNERS. SHORT-FORM ANSWERS, ESPECIALLY IF THEY ARE QUANTITATIVE IN NATURE, LEAVE LITTLE ROOM FOR INTERPRETATION. LONGER-FORM RESPONSES AND OUTCOMES WHICH ASSESS CRITICAL THINKING, APPLICATION OF THEORY, SYNTHESIS OF INFORMATION OR DATA, EVALUATION, PERFORMANCE AND PRODUCTION ETC. ARE MORE QUALITATIVE IN NATURE.

- FOR **QUANTITATIVE METRICS APPLIED TO ASSESSMENT**, A SIMPLIFIED RUBRIC SUCH AS A **MARKING SCHEME** IS SUFFICIENT.

- FOR **QUALITATIVE INDICATORS APPLIED TO ASSESSMENT**, A **DETAILED MARKING SCHEME** IS NECESSARY. ASSIGNMENTS WHICH COMBINE MULTIPLE CRITERIA WITH CONSIDERABLE MARK WEIGHTING (25-50 MARKS OR MORE) AND WHICH REQUIRE HIGHER ORDER LEARNING GOALS (REFER TO BLOOM'S TAXONOMY) SHOULD MAKE USE OF A **BANDED GRADING RUBRIC**.

- SEVERAL EXAMPLES OF EACH ARE PROVIDED ON THE FINAL SLIDE.

- ASSESSORS SHOULD NOTE THAT THE ASSIGNMENT TEMPLATE IS A TEMPLATE AND SOME SECTIONS BE MODIFIED/OMITTED AS AND WHERE APPLICABLE.

- THEY REMAIN IN CHARGE OF THE DESIGN PROCESS AND ASSESSMENT DESIGN IS MODERATED FOR QA PURPOSES THROUGH INTERNAL VERIFICATION. WHERE IN DOUBT, ASSESSORS SHOULD DISCUSS THEIR ASSIGNMENTS WITH THEIR RESPECTIVE IV OR INSTITUTE/SUBJECT COORDINATOR.

*For assessor's use ONLY*

*EC1 Assess texts for academic features of style.*

**Five issues/mistakes correctly identified/quoted from the text. - 1 mark each**

**Each issue/mistake is explained. - 1 mark each**

*For assessor's use ONLY*

*AA2 Revise written text for academic appropriateness and style.*

**Passage demonstrates significant changes in style with most issues identified and revised. 11-15 marks**
**Passage identifies a number of issues but revised version can be improved further. 6-10 marks**
**Limited or poor rewrite incorporating no or very few features of academic writing. 0-5 marks**

| Criteria | Category | Minimal / Marks Not Awarded | Needs Improvement | Satisfactory | Good | Excellent |
|---|---|---|---|---|---|---|
| AA2<br>5 marks | *Presentation*<br><br>*Research problem validation* | The presentation fails to explain the reasons why the research project has been selected or address the research problem in any way.<br>**0 marks** | The choice behind the selection of the research project is hardly clear. The rationale for selection provides a minimal idea of the significance of the research problem under study.<br>**1-2 marks** | The choice behind the selection of the research project is satisfactorily described. The rationale for selection provides, in part, a good idea about the significance of the research problem under study.<br>**3 marks** | The choice behind the selection of the research project is well described. The rationale for selection provides a good idea about the significance of the research problem under study.<br>**4 marks** | An excellent description of the rationale behind selection of the research study, drawing on the significance of the research problem and why it merits investigation.<br>**5 marks** |
| AA3<br>5 marks | *Presentation*<br><br>*Style and delivery* | Presentation was not recorded or is considerably less than the target duration time.<br>**0 marks** | Presentation was not delivered but was entirely read out, with minimal or no attempt at discussion or commentary. Some deficiencies in pronunciation, tone and/or verbal expression evident. Presentation is shorter than the target duration time. Little or no use of signalling and signposting methods to control flow, emphasise content, and give a sense of structure.<br>**1-2 marks** | Presentation may have been partially read out, but with some attempt at discussion or commentary. Minor deficiencies in pronunciation, tone and/or verbal expression present. Presentation meets the required target duration time. Occasional use of signalling and signposting methods to control flow, emphasise content, and give a sense of structure.<br>**3 marks** | Presentation may have been occasionally read out, but with notable attempt at discussion or commentary. Minor deficiencies in pronunciation, tone and/or verbal expression present. Presentation meets the required target duration time. General but effective use of signalling and signposting methods to control flow, emphasise content, and give a sense of structure.<br>**4 marks** | Presentation is effectively delivered through engaging discussion or commentary of its content. Linguistic choices are entirely suitable for an academic presentation, with the correct balance of formal technicality and clarity reached. Presentation meets the required target duration time. Effective use of signalling and signposting methods to control flow, emphasise content, and give a sense of structure.<br>**5 marks** |
| EC3<br>15 marks | *Presentation*<br><br>*Proposed methodology and related approaches* | Presentation does not focus on the intended deliverables. Content related to own research design and related approaches is insufficiently present.<br>**0-2 marks** | Presentation only provides a superficial description of the proposed design, with no or hardly any association with prior and related approaches reviewed.<br>**3-5 marks** | Presentation reasonably outlines the proposed design, suitably linking it to prior related approaches reviewed. However, these prior approaches may not be cited or described with accuracy.<br>**6-8 marks** | Presentation gives a good explanation of the rationale behind the proposed research design, describing the proposed methodology in sufficient detail and fully aligning it with prior and related approaches. Some mistakes in citation and use of secondary research may be evident.<br>**9-12 marks** | Presentation gives a good explanation of the rationale behind the proposed research design, describing the proposed methodology in detail and fully aligning it with prior and related approaches. Some mistakes in citation and use of secondary research may be evident.<br>**13-15 marks** |

**Content**

| 0 marks | 1 - 3 marks | 4 - 5 marks | 6 - 7 marks |
|---|---|---|---|
| Body of letter is extremely short and only gives student biography and basic information about his/her programme of studies. | Body of letter is relatively short.<br><br>Only two/three points are discussed, and limitedly. | Body of letter is of adequate length.<br><br>A decent attempt was made to address the requirements of the position. | Body of letter is at least three paragraphs long and word count is sufficient.<br><br>A very good attempt made to address the requirements of the position, with good ideas and suggestions. |

**Language use and cohesion**

| 0 marks | 1 - 2 marks | 3 - 4 marks | 5 marks |
|---|---|---|---|
| Meaning and clarity impaired due to careless writing and lack of cohesion which affects syntax and intelligibility.<br><br>Wrong paragraph style.<br><br>English phrasing is impaired due to incorrect diction or unidiomatic expression. | Lack of suitable cohesion, within and in-between sentences, which affects syntax and intelligibility.<br><br>Lack of paragraphing.<br><br>English phrasing is occasionally impaired due to incorrect diction or unidiomatic/lack of appropriate formal expression. | Cohesive devices adopted, within and in-between sentences, however not frequently used. Some syntactical issues, usually due to careless punctuation.<br><br>Proper paragraphing adopted.<br><br>English phrasing may be occasionally impaired due to incorrect diction or unidiomatic/lack of appropriate formal expression. | Proper paragraphing adopted, with good transition in ideas and content from one to the other. Clarity of meaning and expression maintained through proper syntax and cohesion.<br><br>Rules of grammar are generally well-observed.<br><br>A clear attempt at using formal phrasing and register. |