

Criterion	Weighting	A good critical investigation essay will...	High 1st (90)	1st (75)	2:1 (65)	2:2 (55)	3rd (45)	Just Fail (38)	Fail (0)
Content	30	<p>1. Includes all of the content requested in the assignment brief and /or provides a detailed and informed answer to the question.</p> <p>2. Appropriately selects and discusses the most important, relevant, and /or influential ideas on the subject within the word count.</p> <p>3. Evidence of sufficient independent investigation of the topic with reference to the key ideas and theories in the literature.</p> <p>4. Incorporate an appropriate understanding of underlying knowledge from the module and/or degree.</p>	The assignment exceeds expectations the of a 'good essay' for this level of study in all aspects.	All four aspects of a 'good essay' are evident at the appropriate level with one or more exceeding expectations for this level of study.	The aspects of a 'good essay' are evident at the appropriate level and, while no aspect requires major improvements, one aspect has some minor errors.	EITHER More than one aspect needs minor improvements in order to reach the expectations of a 'good essay' but no aspect needs major improvements OR Almost all aspects meet expectations but one requires major improvements.	2 aspects need major improvements in order to reach the expectations of a 'good essay'.	3 aspects need major improvements in order to reach the expectations of a 'good essay'.	All aspects need major improvements in order to reach the expectations of a 'good essay'.
Use of Evidence & Critical Thinking	25	<p>1. Consistently support statements/points made in your essay with evidence from a sufficient amount of appropriate scientific literature. https://libguides.hull.ac.uk/criticalwriting/reliability</p> <p>2. Evidence a critical approach to essay writing (as opposed to a descriptive one) that explains the relevance of points made in the context of a broader narrative or argument. Guidance on Critical vs Descriptive writing can be found here - https://libguides.hull.ac.uk/criticalwriting/descriptive-critical</p> <p>3. Presents convincing conclusions and/or solutions that are evidence-based and coherently aligned with the overall narrative or argument. Guidance on constructing narratives and arguments can be found here - https://libguides.hull.ac.uk/criticalwriting/argument</p> <p>4. Discusses and evaluates the most important alternative viewpoints on the subject through the application of critical thinking skills (i.e. critical analysis and critical synthesis). Guidance on critical thinking can be found on the Canvas page for the module. In addition to this there is a seminar on critical thinking for Conservationists within the taught sessions of the module.</p>	The assignment exceeds expectations the of a 'good essay' for this level of study in all aspects.	All four aspects of a 'good essay' are evident at the appropriate level with one or more exceeding expectations for this level of study.	The aspects of a 'good essay' are evident at the appropriate level and, while no aspect requires major improvements, one aspect has some minor errors.	EITHER More than one aspect needs minor improvements in order to reach the expectations of a 'good essay' but no aspect needs major improvements OR Almost all aspects meet expectations but one requires major improvements.	2 aspects need major improvements in order to reach the expectations of a 'good essay'.	3 aspects need major improvements in order to reach the expectations of a 'good essay'.	All aspects need major improvements in order to reach the expectations of a 'good essay'.
Academic and Conservation Ethics	25	<p>1. Adhere to all expectations of Academic Integrity. Including but not limited to: (a) Not committing plagiarism, and (b) not infringing the intellectual property or copyright of any author or content creator (text and images). Guidance on Academic Integrity can be found here - https://libguides.hull.ac.uk/integrity/home & Copyright here - https://libguides.hull.ac.uk/copyright/students. This section includes the ethical use of AI - https://libguides.hull.ac.uk/ai.</p> <p>2. Adopts an informed perspective on the issues; i.e. by engaging with multiple perspectives that help us identifying the roles injustice and inequality have had in creating the issue being considered - Module specific examples include: the role colonial history has played in shaping the current status of many ecosystems and species [decolonisation], and the impact of Western-centric philosophies in exacerbating human-wildlife conflict [political ecology and degradation of indiginous communities].</p> <p>3. Adopts a globally competant perspective on the issue; i.e. by identifying how the international community can help to address the issue being considered - Module specific examples include: recognition that the international community plays a role in the degradation of the environment [globalisation], and the impact of ongoing inequality of global environmental impacts [environmental justice].</p> <p>4. Adopts a compassionate perspective on the issue; i.e. by recognising that effective biodiversity conservation requires interdisciplinary engagement across the UN Sustainable Development goals - Module specific examples include: promoting sustainable livelihoods [UN SDGs], and empowering local communities to manage resources sustainably [new conservation debate].</p>	The assignment exceeds expectations the of a 'good essay' for this level of study in all aspects.	All four aspects of a 'good essay' are evident at the appropriate level with one or more exceeding expectations for this level of study.	The aspects of a 'good essay' are evident at the appropriate level and, while no aspect requires major improvements, one aspect has some minor errors.	EITHER More than one aspect needs minor improvements in order to reach the expectations of a 'good essay' but no aspect needs major improvements OR Almost all aspects meet expectations but one requires major improvements (but this cannot be Aspect 1).	2 aspects need major improvements in order to reach the expectations of a 'good essay'. Of which none can be Aspect 1.	3 aspects need major improvements in order to reach the expectations of a 'good essay'. Of which none can be Aspect 1.	EITHER Aspect 1 requires major amendments to meet expectations OR All aspects need major improvements in order to reach the expectations of a 'good essay'.
Communication	20	<p>1. Professionalism - Have spelling and grammar indicative of good proofreading and use of appropriate support software. Guidance on good written English can be found here - https://libguides.hull.ac.uk/grammar & proof-reading https://libguides.hull.ac.uk/essays/proof</p> <p>2. Academic style - Meets the expectations of rationale, specific, and unbiased academic writing. Guidance for academic writing can be found here - https://libguides.hull.ac.uk/writing</p> <p>3. Digitally enhanced - Makes appropriate use of available technology and the opportunity for multiple communication formats (e.g. visual and textual) to ensure that the work is suitable for a diverse readership. Guidance for formatting documents can be found here - https://libguides.hull.ac.uk/essays/format. & guidance on formatting for diverse readers can be found here - https://designingfordiverselearners.info/.</p> <p>4. Information Transparency - That all sources of information (text, figures, and data) are auditable to the reader through the use of appropriate academic referencing conventions (Harvard). Guidance for appropriate referencing can be found here - https://libguides.hull.ac.uk/referencing/harvard.</p> <p>4.</p>	The assignment exceeds expectations the of a 'good essay' for this level of study in all aspects.	All four aspects of a 'good essay' are evident at the appropriate level with one or more exceeding expectations for this level of study.	The aspects of a 'good essay' are evident at the appropriate level and, while no aspect requires major improvements, one aspect has some minor errors.	EITHER More than one aspect needs minor improvements in order to reach the expectations of a 'good essay' but no aspect needs major improvements OR Almost all aspects meet expectations but one requires major improvements.	2 aspects need major improvements in order to reach the expectations of a 'good essay'.	3 aspects need major improvements in order to reach the expectations of a 'good essay'	All aspects need major improvements in order to reach the expectations of a 'good essay'.