



# Software Engineering Masters Program: Marking Criteria for Software Engineering

Student Name: \_\_\_\_\_ Student Number: \_\_\_\_\_

Marker: \_\_\_\_\_

Facet of Inquiry	<b>Student Autonomy Level 1</b> <i>Students research at the level of a closed inquiry* and require a high degree of structure/guidance</i>	<b>Student Autonomy Level 2</b> <i>Students research at the level of a closed inquiry* and require a moderate degree of structure/guidance</i>	<b>Student Autonomy Level 3</b> <i>Students research independently at a closed inquiry level</i>
<b>A. Students embark on inquiry</b> and so determine a need for knowledge/understanding	<input type="checkbox"/> Significance of the paper is stated, but not based on leads from, or gaps in, the literature	<input type="checkbox"/> Significance of the paper is stated explicitly and is based on leads from, or gaps in, a limited number of references	<input type="checkbox"/> Significance of the paper is stated explicitly, and based on leads from, or gaps in, a substantial number of references
<b>B. Students find/generate</b> needed information/data using appropriate methodology	<input type="checkbox"/> A limited search strategy, demonstrated by a narrow range of sources, eg 1 or 2 different journals. <input type="checkbox"/> Paper is partially on-topic, but does not keep its focus and/or is based on unreliable sources	<input type="checkbox"/> Search strategy uses several different sources types, e.g. journals and books <input type="checkbox"/> Paper generally keeps its focus, and/or is based on several sources of variable reliability	<input type="checkbox"/> Quality search strategy demonstrated by multiple types <input type="checkbox"/> Paper is highly focused, content is based on a range of reliable sources
<b>C. Students critically evaluate</b> information/data and the process to find/generate	<input type="checkbox"/> Provides little or no distinction between the quality of information in different sources	<input type="checkbox"/> Distinguishes unbacked assertions from evidence-based findings	<input type="checkbox"/> Distinguishes between quality of different evidence-based findings
<b>D. Students organise</b> information collected/generated	<input type="checkbox"/> Logical structure is missing / inappropriate. Missing/modifications _____ _____ _____ _____	<input type="checkbox"/> Logical structure is present / appropriate, yet only partially coherent Suggestions _____ _____ _____	<input type="checkbox"/> Logical structure is appropriate, and has a high level of coherence _____ _____ _____
<b>E. Students synthesise and analyse</b> new knowledge	<input type="checkbox"/> Limited synthesis of literature	<input type="checkbox"/> Literature is well synthesised	<input type="checkbox"/> The synthesis of literature produces a novel understanding or perspective

	<input type="checkbox"/> Literature restated with minor analysis <hr/> <hr/> <hr/>	<input type="checkbox"/> The literature is compared <u>or</u> contrasted <hr/> <hr/> <hr/> <hr/> <hr/>	<input type="checkbox"/> The literature is compared <u>or</u> contrasted <hr/> <hr/> <hr/>
<b>F. Students <i>communicate</i> knowledge and understanding and the process used to generate them</b>	<input type="checkbox"/> Title is present but provides minimal information about the paper <input type="checkbox"/> Some referencing, but does not follow the appropriate conventions defined in the course <input type="checkbox"/> A lot of problems in English (too many grammatical errors)	<input type="checkbox"/> Title portrays a general or limited sense of the paper <input type="checkbox"/> Appropriate referencing style is applied, but with some errors <input type="checkbox"/> Reasonable English (not too many grammatical errors, and typos)	<input type="checkbox"/> Title succinctly portrays dimensions of the paper <input type="checkbox"/> Appropriate referencing applied consistently <input type="checkbox"/> Good English (limited grammatical errors, and typos)

\* Inquiry may range from closed (lecturer specified) to open (student specified) in terms of: i) question, hypothesis or aim of research; ii) procedure or equipment

**Grade:** \_\_\_\_\_

**Additional Comments:**

Calculation Algorithm For Research Paper:

Total = Number of point satisfied at level 1 \* 10 \* Weight + Number of point satisfied at level 2 \* 10 \* Weight + Number of point satisfied at level 3 \* 10 \* Weight + Number of point satisfied at level 4 \* 10 \* Weight

Weight: Level 0: 0  
Level 1: 0.25  
Level 2: 0.50  
Level 3: 0.75  
Level 4: 1