

ASSESSMENT GUIDE

Trimester 1, 2024

This pack contains useful information to support you in the assessment writing process. There are assessment checklists and links to Learning Hub resources specific to particular academic writing skills.

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For further academic skills support,
contact the Learning Hub team at
LearningHub@acap.edu.au

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WHO CAN HELP ME?

Key Contacts

QUESTION	CONTACT	LOCATION
Questions about my assignment and class content	Your Educator	<ul style="list-style-type: none"> • Q/A discussion forum • Direct message in the class space • Email your Educator
Questions and advice on how to develop study skills and improve my academic writing	Your local Academic Skills Advisor	LearningHub@acap.edu.au
<ul style="list-style-type: none"> • Timetables • Enrolment • Attendance • Course planning • Extensions • Special Consideration • Accessibility • Counsellor 	Student Engagement Team	StudentCentral@acap.edu.au
Class Space, login, email, Office 365	IT support	helpdesk@acap.edu.au
Fees	Fees and Loans	feesandloans@acap.edu.au

STUDENT PLANNER TRIMESTER 1, 2024

WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
1	5 Feb	6 Feb	7 Feb	8 Feb	9 Feb	10 Feb	11 Feb
2	12 Feb	13 Feb	14 Feb	15 Feb	16 Feb	17 Feb	18 Feb
3	19 Feb	20 Feb	21 Feb	22 Feb	23 Feb CENSUS DATE	24 Feb	25 Feb
4 Academic Integrity Week	26 Feb	27 Feb	28 Feb	29 Feb	1 Mar	2 Mar	3 Mar
5	4 Mar	5 Mar	6 Mar	7 Mar	8 Mar	9 Mar	10 Mar
6	11 Mar	12 Mar	13 Mar	14 Mar	15 Mar	16 Mar	17 Mar
7 Break Week	18 Mar	19 Mar	20 Mar	21 Mar	22 Mar	23 Mar	24 Mar
8	25 Mar	26 Mar	27 Mar	28 Mar	29 Mar	30 Mar	31 Mar
9	1 Apr	2 Apr	3 Apr	4 Apr	5 Apr	6 Apr	7 Apr
10	8 Apr	9 Apr	10 Apr	11 Apr	12 Apr	13 Apr	14 Apr
11	15 Apr	16 Apr	17 Apr	18 Apr	19 Apr	20 Apr	21 Apr
12	22 Apr	23 Apr	24 Apr	25 Apr	26 Apr	27 Apr	28 Apr
13	29 Apr	30 Apr	1 May	2 May	3 May	4 May	5 May

Trimester 2 2024 starts on 27 May

***State Public Holidays:**

4 March - Labour Day (WA)

11 March - Labour Day (VIC)

29 March - Good Friday (All States)

1 April - Easter Monday (All States)

25 April - Anzac Day (All States)

ASSESSMENT PLANNER

Follow these steps to complete your assessment. Click the blue hyperlinks to view resources and instructional videos supporting each step of the assessment process.

	Plan and prepare your assessment	Complete by
Step 1	<ul style="list-style-type: none"> • Identify & analyse the assessment task carefully and read the marking criteria. • Consider what you already know and summarise your view. • Brainstorm your initial ideas in a mind map and use this to inform your research and create a more detailed plan. • Seek help from your teacher or the school coordinator early. Start a study group with your peers. Discuss your assessment with a Academic Skills Advisor. • Watch this video for more tips on how to plan and prepare for your assessment. 	10% of Study Time
	Research and take notes	Complete by
Step 2	<p>This is often the most time-consuming stage of completing your essay.</p> <ul style="list-style-type: none"> • Search for relevant sources via the Library. See the Library guides. • Keep a record of your quotes, paraphrased content and your own ideas. Avoid plagiarism by noting full bibliographic information and page numbers for quotes and paraphrases. • Get to know how to use APA 7 Referencing for your assessment. • Bookmark the ACAP Library APA7 online guide as well as the official APA Style website. • Read and take effective notes and refine your plan as your research. 	40% of Study Time
	Write the first draft	Complete by
Step 3	<ul style="list-style-type: none"> • Use your essay plan to organise your ideas into a coherent order. • Use Academic Writing and include paragraphs that include topic sentences and supporting evidence. • Look at our guides on writing different assessments. • Discuss your assessment with your teacher or a Academic Skills Advisor. 	20% of Study Time
	Revise and re-draft	Complete by
Step 4	<ul style="list-style-type: none"> • Look at our guides on creating Paragraphs that Pop and Sensational Sentences • Check the referencing guide to make sure you have referenced everything correctly. • Format the assessment correctly. 	20% of Study Time
	Proofread and submit	Complete by
Step 5	<ul style="list-style-type: none"> • Double-check the assessment submission requirements. • Look at our guide on proofreading and presentation guidelines. • Run your essay through a grammar and punctuation checker. • Submit your essay to Turnitin. • Send your paper to Studiosity to be reviewed via your unit of study's Class Space. • Book in with an Academic Skills Advisor to talk through how to improve your draft. • If in your first two trimesters of study, request email feedback from the Learning Hub Academic Skills advisors. • Submit your final assessment draft via the class space. 	10% of Study Time

TASK DESCRIPTORS

This is a list of definitions of common assessment task words which will help you understand what you need to do to complete your assessment successfully. For further information on understanding your assessment question visit: [Approaching assessment question](#)

TASK DESCRIPTOR	THE APPROACH TO TAKE IN YOUR ESSAY
Analyse	Examine closely in terms of parts to see how and why they are related to each other. Do not <i>just</i> describe or summarise.
Explain	Clarify and interpret the material you present. Where appropriate, give reasons for differences of opinions or results, and try to analyse causes.
Discuss	Consider and offer an interpretation or evaluation in relation to different points of view, consider all angles. Present a point of view.
Compare	Show how two or more things are similar. Indicate the relevance or consequences of these similarities.
Identify	Name, or say what it is.
Critically evaluate / Critique	Weigh arguments for and against something, assessing the strengths of the evidence of both sides and then come to a conclusion. Clarify and interpret the material you present. Where appropriate, give reasons for differences of opinions or results, and try to analyse causes.
Reflect	Reflection is a form of personal response. It involves thinking deeply, questioning your own and other's beliefs and values in order to gain a thorough understanding of a situation or event.
Outline	Give only the main points, showing the main structure.
(Provide) overview	Give a general understanding or description of something as a whole.
Evaluate	Assess the worth, importance or usefulness of something, using evidence. There will probably be cases to be made both for and against.
Summarise	Briefly present all the main points.
Define	Explain, give full meaning(s), make clear what is meant by; use definition(s) to explore the concept.
Illustrate	Explain and give examples.
Describe	Give the main characteristics or features, outline the main events.
Assess	Decide the value of, judge, measure the importance of.
Examine	Put the subject "under the microscope" looking at it in detail. Look at reasons, causes and effects, investigate the implications.
Contrast	Set two or more arguments in opposition to draw out differences. Indicate whether the differences are significant. If appropriate give reasons why one item or argument may be preferable.

FEEDBACK ACTION PLAN

Making an action plan from your previous feedback is a useful way to help you think about how you can improve when completing future assessments. Use this template as a checklist of things you need to do or pay particular attention to when completing your next assessment tasks. For further information on feedback visit: [Making use of feedback](#)

Unit/Module	
Assessment Title	
Mark Awarded	
What are the main points in this feedback?	
What things attracted positive feedback?	
What things attracted negative feedback?	
How can I use this feedback in a future assessment?	
What things do I need to do or follow up, and by when?	

ESSAY SCAFFOLD

SECTION CHECKLIST	Use this scaffold to help structure your assessment in a logical order. Enter notes for each section of your paper (dot points)	WORD ALLOCATION
<p>Introduction</p> <ul style="list-style-type: none"> • Introductory Sentence • Background to topic • Main points to be explored in the paper (signposting) • Thesis statement 		
<p>Body Paragraph 1</p> <ul style="list-style-type: none"> • Topic sentence • Support/elaborate • Evidence/example-Link to theory • Concluding sentence and /or Link to main idea of next paragraph 		
<p>Body Paragraph 2</p> <ul style="list-style-type: none"> • Topic sentence • Support/elaborate • Evidence/example-Link to theory • Concluding sentence and /or Link to main idea of next paragraph 		
<p>Body Paragraph 3</p> <ul style="list-style-type: none"> • Topic sentence • Support/elaborate • Evidence/example-Link to theory • Concluding sentence and /or Link to main idea of next paragraph 		
<p>Conclusion</p> <ul style="list-style-type: none"> • Summary of main points • Restate thesis statement • Final comment 		

REPORTING VERBS

A reporting verb is a word used to talk about or report on other people's work. Having a vocabulary list of reporting verbs will help you in your written assessments. This list will help you to avoid repetition in your writing and help to communicate your analysis of the literature. For example: Jones (2013) argues that ... / The evidence presented suggests that ... / Jones (2003) has also questioned...

PURPOSE	REPORTING VERBS
Agreement	accepts, acknowledges, admits, affirms, agrees, applauds, concedes, concurs, confirms, praises, recognises, supports
Argument & Persuasion	alerts, argues, assures, concludes, contends, convinces, emphasises, encourages, favours, insists, interprets, justifies, proves, promises, persuades, reasons, warns
Believing	asserts, assumes, believes, claims, declares, expresses, feels, guarantees, guesses, holds, hopes, imagines, insists, knows, maintains, professes, speculates, subscribes, thinks, upholds
Disagreeing & Questioning	asks, accuses, attacks, challenges, complains, contradicts, criticises, debates, denies, disagrees, discards, disclaims, discounts, dismisses, disputes, disregards, doubts, negates, objects to, opposes, questions, refutes, rejects, requests, wonders
Discussion	comments, details, discusses, explores, reasons
Emphasis	accentuates, emphasises, highlights, insists, stresses, underscores
Evaluation & Examination	analyses, appraises, assesses, blames, categorises, compares, complains, considers, contrasts, critiques, evaluates, examines, ignores, investigates, measures, scrutinises, understands, warns
Explanation	articulates, clarifies, defines, describes, explains, identifies, labels, outlines, simplifies
Presentation	announces, ascertained, comments, defines, describes, discovered, estimates, forgets, found, identifies, illustrates, implies, informs, instructs, lists, mentions, notes, observes, outlines, presents, remarks, reminds, reports, restates, reveals, says, shows, states, studies, uses
Suggestion	advises, advocates, alleges, hypothesises, postulates, proposes, recommends, speculates, suggests, theorises, urges

CONNECTORS

Connectors are a great way to ensure your expression flows in your assessment. Connectors are referred to as cohesive language in your marking criteria. Check your paragraphs contain connectors to ensure your paragraphs are written cohesively. [Click here for further information on cohesive language.](#)

TIME/SEQUENCE	ADDITION	CAUSE & EFFECT	GENERALISATION
Initially, first of all, lastly/finally	again	hence	in general
firstly, secondly	and/and then	therefore	in most cases
simultaneously/ concurrently	also	consequently, as a consequence	usually
next/then, soon	besides	accordingly	frequently
meanwhile, while	Furthermore, moreover	as a result	mainly
up to now	additionally, in addition	because	on the whole
before/before that, formerly	not only...but also	because of this	as a rule
previously, prior to	as well as	for this reason	for the most part
after/afterwards	once again	in that case	typically
thereafter	apart from this	since	
subsequently	another	thus	

CONCLUSION	CONTRAST	COMPARISON	EXAMPLE/ANALOGY
in brief	however	similarly/similar to	in other words
in conclusion	nevertheless	by comparison	for example
to conclude	yet/and yet	likewise	for instance
in summary	on the other hand	correspondingly	such as
summing up	though/although, even though	equally important	as follows
on the whole	otherwise	in the same way	that is to say
finally	conversely	whereas	in this case
therefore	while	as well as	to demonstrate
thus	instead		to illustrate
in short	in contrast		
	alternatively/ either...or		

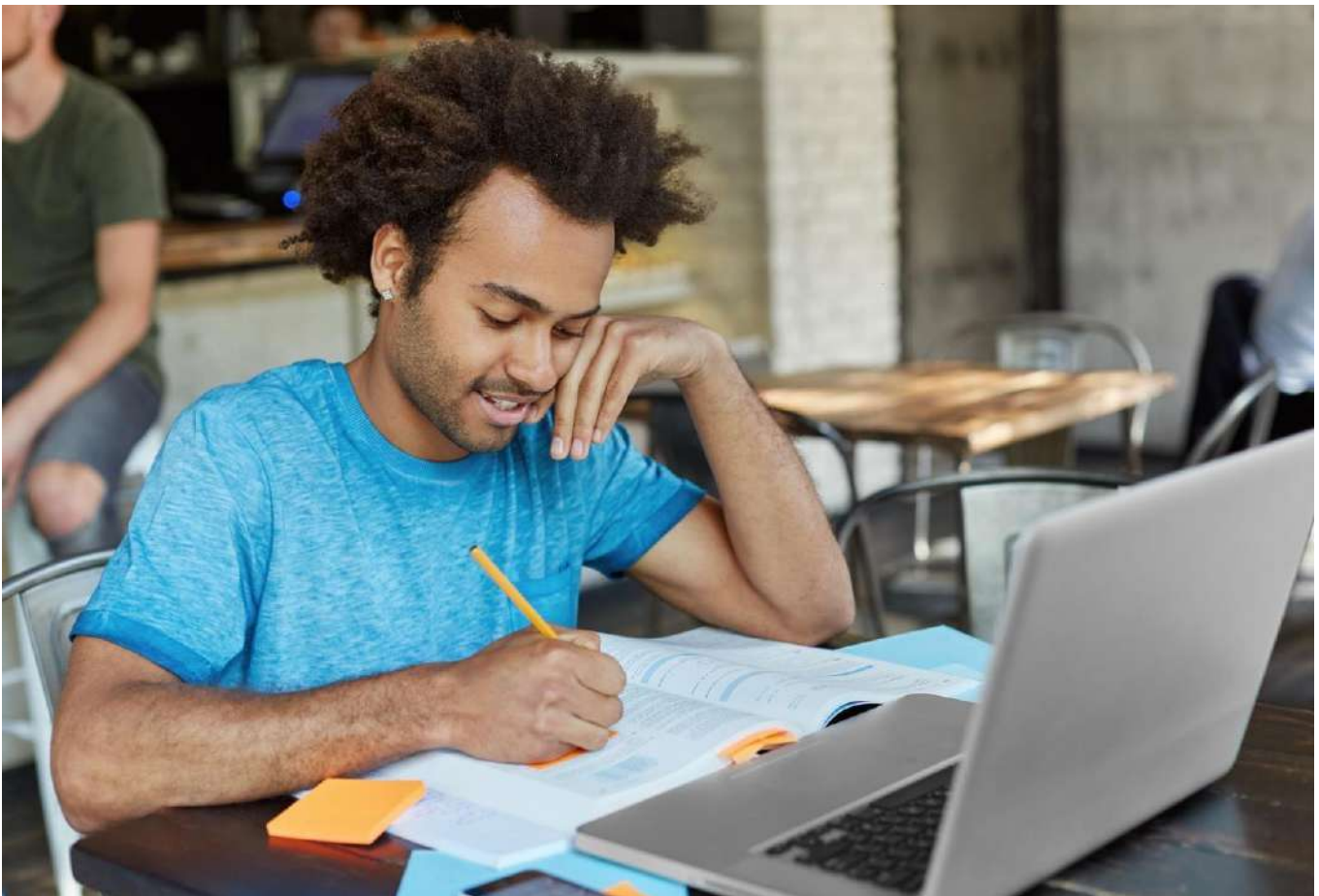
HIGHLIGHTING	CONDITIONAL	REFERRING	CONCESSION
in particular	if/even if	who	nevertheless
particularly	unless	which	despite
especially	whether	when	although
mainly	as long as	where	however
	supposing	whose	
	provided	that	

CREDIBLE SOURCES CHECKLIST

In your assignments you will be required to use credible material to support your arguments. You can test whether a resource is credible by applying the REVIEW criteria:

REVIEW CRITERIA	QUESTION	YES	NO
Relevance	Does the material directly relate to the topic under discussion?	<input type="checkbox"/>	<input type="checkbox"/>
Expertise of Author	What is the author's background and is she or he an authoritative source?	<input type="checkbox"/>	<input type="checkbox"/>
Viewpoint of Author	Is the source of the information objective?	<input type="checkbox"/>	<input type="checkbox"/>
Intended Audience	Who is this information written for? Is it being used in the right context?	<input type="checkbox"/>	<input type="checkbox"/>
Evidence	Has the evidence presented been collected using a methodology that is sound?	<input type="checkbox"/>	<input type="checkbox"/>
When Published	Is the information still current and is the information still important in the field?	<input type="checkbox"/>	<input type="checkbox"/>

Evaluating Information - [Information Skills - ACAP Library](#)



CRITICAL READING NOTE TAKING TEMPLATE

Use this template to compare two ideas or bodies of text and take notes to help build critical analysis in your body paragraphs.

	TEXT 1	TEXT 2
Background <ul style="list-style-type: none"> Who wrote this? Is it based on or linked to a particular theory or approach? What was the author's purpose in writing it? 		
Evidence <ul style="list-style-type: none"> Is there evidence to support the author's ideas? Is the evidence believable / of good quality? 		
Strengths <ul style="list-style-type: none"> Are there strong arguments or evidence? Are the arguments or evidence stronger than in other sources? 		
Limitations <ul style="list-style-type: none"> Are there problems with the ideas or evidence? Does the author recognise these limitations? 		
Balance <ul style="list-style-type: none"> Are alternative ideas / research discussed, or just those of the author? 		
Overall Conclusion <ul style="list-style-type: none"> Is the main conclusion believable based on the ideas, arguments, and evidence? What are the implications of this conclusion in the real world? 		
Other comments or ideas about this reading		

COMPARING NOTE TAKING TEMPLATE

Use this template to compare studies. Use your notes to help build critical analysis in your body paragraphs. This is particularly useful for useful for psych students.

	STUDY 1	STUDY 2	STUDY 3
Reference/link			
Aim			
Hypothesis			
Participants			
What was done			
What was found			
What was concluded			
Strengths of the study			
Limitations of the study			
Gaps			
Questions the study raises			
How does this study support the current study?			

ACADEMIC INTEGRITY CHECKLIST

Use this checklist to check your assessment is structured and formatted correctly. You should also refer to the marking criteria for your assessment for the final check.

First proofread – Flow and cohesion

- Does each paragraph have one main idea?
- Does each paragraph have a clear topic sentence that relates to the structure? Are my
- topic sentences supported by evidence and examples?
- Have I summarized and referenced theory?
- Do my paragraphs link together? If I read just the introduction, the topic sentence and the conclusion do I get a clear picture of the answer to the question?
- Am I using academic writing – does my writing have a formal tone?

Second proofread – grammar, spelling, sentence structure, punctuation

- Have I run my paper through a grammar checker?
- Have I printed it out and read it aloud, pausing at commas, stopping at full stops? Has a
- friend or family member read it?
- Have I checked my transitions – am I missing or using the correct term (because, and, which)?
- Have I looked at sentence length, would some sentences be clearer if they were broken into two? Could some sentences be combined to be more direct?
- Are any of my sentences missing information? Are they able to stand alone and make sense?

Third proofread – Referencing

- Have I uploaded my assignment to Turnitin? Have I read the report and identified if I need to add more paraphrasing or references?
- Are all my in-text references in the reference list? Are all
- my reference list entries in-text?
- Have I formatted my reference list in APA 7?
- Have I included DOIs and live hyperlinks when needed? Have I
- used italics correctly?

For further information on proofreading: [Editing and Proofreading](#)

Plagiarism means presenting the work of another person as one's own without appropriate acknowledgement. Use this checklist to help prevent plagiarism in your work. Plagiarism can be avoided by making sure you can tick all eight boxes on this checklist.

Make sure you have:

- Paraphrased correctly and included a reference to clearly indicate the parts of your work that are drawn from another person's work.
- Used direct quotations sparingly.
- Provided a reference for every image, diagram or figure (unless you created it). Included a
- reference list of all work cited.
- Kept a copy of the original sources that you have referenced.
- NOT** used copy paste to take text from another source (unless a direct quote, and you reference it).
- NOT** used another student's work or submitted someone's work as your own.
- NOT** copied from a previous assignment submitted to this or any other unit.

- [Click here for further information on Academic Integrity.](#)
- [Click here for further information on how to use your Turnitin report.](#)

Adapted from: Curtin University. (2015). Checklist to help you prevent plagiarism in your work: <https://www.curtin.edu.au/students/essentials/rights/academic-integrity/>



APA 7 FORMATTING CHECKLIST

The following formatting guidelines are adapted from the Publication Manual of the American Psychological Association, 7th Edition (APA 7).

The key ACAP requirements are as follows:

- Size A4 paper
- Times New Roman font in size 12 point throughout
- Margins of 2.54 cm on all sides ('Normal')
- Insert page numbers in the top, right-hand corner of the header.
- Double spacing used throughout with no extra spacing between paragraphs
- Text is left aligned and not justified
- Indentation for first line of every paragraph at 1.27cm
- Hanging indent of 1.27cm required for reference list entries
- All written assignments must be submitted in Microsoft Word format.
PDF format is not accepted. PowerPoint is accepted for Posters and Ed Factsheets.

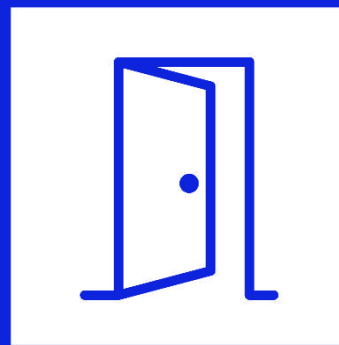
For further information on Assessment formatting and presentation requirements: [APA7 Presentation Requirements](#)





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