

Grade Band	Research topic and framing	Research question (s)	Research design plus conclusion and research potential	Findings from the field trip encounters	Poster Communication	Poster Layout and Images
<p>70-100% (1st)</p> <p>Very Good</p> <p>Excellent</p> <p>Exemplary</p> <p>Exceptional</p>	<p>Exceptionally clear and compelling presentation of a topic with significant scope for engagement with the GY247 syllabus and Cagliari fieldtrip, demonstrating outstanding relevance and understanding.</p> <p>The topic is articulated with a high degree of originality and intellectual maturity.</p> <p>It is very well framed within a relevant body of literature that goes beyond the standard course materials.</p>	<p>Research question(s) are articulated with excellent clarity, originality, and relevance to the research topic.</p> <p>The question(s) demonstrate an advanced level of inquiry and intellectual ambition.</p>	<p>Research design is very well articulated, showing a sophisticated understanding of the necessary methodologies.</p> <p>Methodology is not only well-explained but also innovative in its proposed application, enhancing the research question's exploration.</p> <p>Premise or hypothesis is both plausible and insightful, suggesting a potentially significant contribution to the field.</p> <p>The conclusion and research potential are presented with outstanding clarity and supported by excellent research design.</p>	<p>The poster exemplifies how field trip encounters have informed the research question, design, and any preliminary findings.</p> <p>Encounters are integrated into the research narrative, demonstrating an advanced level of synthesis and relevance.</p>	<p>Content is very well tailored to both experts and non-experts, with an exceptionally memorable and impactful take-home message.</p> <p>The communication is of an exemplary standard, reflecting a professional level of academic dissemination.</p>	<p>Layout is extremely well-executed, facilitating an intuitive and engaging flow of information.</p> <p>An excellent balance of text and visual elements is achieved, enhancing the poster's readability and impact.</p> <p>Images are of very high quality, very well aligned with the research design, and significantly enhance the poster's overall message.</p> <p>Visuals demonstrate a high level of selection and integration into the research narrative.</p>

<p>60-69% (2:1)</p> <p>Solid</p> <p>Nice</p> <p>Good</p> <p>Strong</p>	<p>Clear presentation of a topic with good scope for engagement with the GY247 syllabus and Cagliari fieldtrip, indicating strong relevance and comprehension.</p> <p>The topic is presented with a clear sense of purpose and insight.</p> <p>It is nicely framed within a relevant body of literature that also engages with standard course materials.</p>	<p>Research question(s) are clearly communicated, relevant, and formulated to enable a focused and insightful investigation.</p> <p>The question(s) reflect a strong understanding of the research topic and its complexities.</p>	<p>Research design is clearly communicated, with a solid methodology that aligns well with the research question.</p> <p>Methodology is explained with clarity and applied competently.</p> <p>Premise or hypothesis is plausible and reasoned, indicating a good level of understanding.</p> <p>The conclusion and research potential are presented clearly and supported by a solid research design.</p>	<p>The poster clearly shows how field trip encounters have informed the research question, design, and any preliminary findings.</p> <p>Encounters are well-integrated and add a clear value to the research narrative.</p>	<p>The poster communicates content suitable for a broad audience, with a clear and notable take-home message.</p> <p>Communication is clear, engaging, and well-tailored to the intended audience.</p>	<p>The layout is clear and nicely organized, promoting a logical sequence that is easy to follow.</p> <p>There is a strong balance between text and visuals, with no errors in grammar or spelling and an effective use of colour schemes.</p> <p>Images are clearly presented and well-chosen to fit the research design and contribute to the poster's message.</p> <p>Visuals are nicely integrated and support the text effectively.</p>
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<p>50-59% (2:2)</p> <p>Adequate</p> <p>Reasonable</p> <p>Plausible</p> <p>Lacking</p>	<p>Adequate presentation of a topic that relates to the GY247 syllabus and Cagliari fieldtrip, showing satisfactory relevance.</p> <p>The topic is communicated with a satisfactory level of clarity and some original thought.</p> <p>It is reasonably framed within some relevant literature, but little (if anything) beyond the standard course materials.</p>	<p>Research question(s) are adequately communicated, with a reasonable degree of relevance and potential for a coherent investigation.</p> <p>The question(s) indicate a satisfactory grasp of the research topic.</p>	<p>Research design is adequately communicated, with a methodology that is appropriate for the research question.</p> <p>The premise or hypothesis is plausible but may lack depth.</p> <p>The conclusion and research potential are reasonably clear but lack support from the research design.</p>	<p>The poster adequately illustrates the influence of field trip encounters on the research process.</p> <p>Encounters are referenced but could be better integrated into the overall research narrative.</p>	<p>The poster content is generally accessible with a take-home message that is satisfactory but may lack impact.</p> <p>Communication is adequate, though opportunities to enhance engagement and clarity may have been missed.</p>	<p>Layout is adequate, with a reasonable sequence and balance of text and visuals.</p> <p>Occasional errors in grammar or spelling may be present, and colour schemes are satisfactory.</p> <p>Images are adequately presented and generally support the research design.</p> <p>Visuals contribute to the message but lack integration or quality.</p>
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<p>40-49% (3rd)</p> <p>Lacking</p> <p>Basic</p> <p>Minimal</p> <p>Unclear</p>	<p>A topic is presented with minimal engagement with the GY247 syllabus and Cagliari fieldtrip, with relevance needing further development.</p> <p>The topic lacks a clear focus or originality but meets the basic requirement of relevance.</p> <p>There is some framing of the topic within the literature, but some literature is irrelevant and there is minimal engagement, even with the standard course materials.</p>	<p>Research question(s) are communicated with some clarity but lack focus or relevance, resulting in a less coherent framework for investigation.</p> <p>The question(s) demonstrate a minimal understanding of the research topic.</p>	<p>Research design is communicated with minimal clarity, and the methodology may only partially fit the research question.</p> <p>The premise or hypothesis is just plausible, lacking depth and originality.</p> <p>The conclusion and research potential are barely communicated and lack support from the research design.</p>	<p>The poster shows a basic connection between field trip encounters and the research, but the integration is superficial.</p> <p>The influence of encounters on the research is mentioned but not well-articulated.</p>	<p>Poster content is somewhat suitable for the intended audience, but the take-home message lacks clarity or memorability.</p> <p>Communication meets the basic requirements but is not engaging or clear.</p>	<p>The layout provides a basic structure, but the sequence may be challenging to follow at times.</p> <p>There may be an imbalance in text and visuals, noticeable errors in grammar or spelling, and less effective use of colour schemes.</p> <p>Images are presented but may not be clearly connected to the research design.</p> <p>Visuals are present but do not enhance the poster's message.</p>
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<p>Below 40% (Fail)</p> <p>Unclear</p> <p>Lacking</p> <p>Poor</p> <p>Irrelevant</p>	<p>The topic is unclear, with little to no engagement with the GY247 syllabus and Cagliari fieldtrip, lacking relevance.</p> <p>The topic is poorly defined, with no discernible originality or intellectual engagement.</p> <p>There is little to no framing of the topic within literature. Even the course materials are barely used.</p>	<p>Research question(s) are poorly communicated or irrelevant, failing to provide a foundation for a credible investigation.</p> <p>The question(s) show little understanding of the research topic or intellectual effort.</p>	<p>Research design is poorly communicated, with a methodology that does not fit the research question.</p> <p>The premise or hypothesis lacks plausibility and critical reasoning.</p> <p>The conclusion and research potential are poorly communicated (or missing) and lack support from the research design.</p>	<p>The poster fails to demonstrate how field trip encounters informed the research process.</p> <p>There is little to no reference to the encounters, or they are irrelevantly integrated.</p>	<p>Poster content is not suitably adapted for the audience, with a take-home message that is unclear or missing.</p> <p>Communication fails to meet the basic academic standards required for dissemination.</p>	<p>Layout lacks clarity, with a confusing sequence of information.</p> <p>Poor balance of text and visuals, multiple errors in grammar or spelling, and ineffective colour schemes.</p> <p>Images are poorly presented and do not fit the research design.</p> <p>Visuals fail to contribute to the poster's overall message or are misleading.</p>
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