

## Coursework Marking Grid – Data Visualisation – Part 1

Name CATHA DUNLOP

Mark \_\_\_\_\_

Grade 2/70

| QUESTION                                                    | EXCEPTIONAL<br>6                                                                  | MERITORIOUS<br>5                                                                 | HIGHLY<br>COMPETENT<br>4                                                         | COMPETENT<br>3                                                                  | PASS<br>2                                                                  | FAIL<br>1                                                   |
|-------------------------------------------------------------|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------|---------------------------------------------------------------------------------|----------------------------------------------------------------------------|-------------------------------------------------------------|
| Description of what is right with the original poster (20%) | Provides detailed breakdown of cognition in data presentation                     | Identifies a wide range of good points                                           | Explains the main good points in terms of cognitive processes                    | Identifies three to six good points                                             | Identifies one or two obvious good points                                  | Provides no ideas relating to the good points of the poster |
| Description of what is wrong with the original poster (20%) | Provides detailed breakdown of cognitive errors in data presentation              | Identifies a wide range of problems                                              | Explains the main problems in terms of cognitive processes                       | Identifies three to six problems                                                | Identifies one or two obvious problems                                     | Provides no reasons why the original poster was weak        |
| Suggestion of improvements (30%)                            | Provides detailed breakdown of cognitive support in data presentation             | Suggests a wide range of justified improvements                                  | Justifies the main improvements in terms of cognitive processes                  | Suggests seven or more improvements; may justify some of them                   | Suggests three to six appropriate improvements                             | Makes few suggestions for how to improve the poster         |
| Links to literature (10%)                                   | All points referenced                                                             | Most points referenced                                                           | Considers cognitive issues                                                       | Considers other issues                                                          | Considers visual issues                                                    | No links to the literature                                  |
| Document presentation (10%)                                 | Reads like a technical review article                                             | Good use of signposting; good use of English; tables of figures and tables       | Clear sectioning of content; labelling of tables and figures; reasonable English | Some labelling of tables and figures; clearly needs spell- and grammar-checking | Basic use of introduction, body and conclusion; English is comprehensible. | No clear structure; incomprehensible                        |
| Referencing (10%)                                           | >10 references AND three quarters or more of references are book/journal standard | >4 references AND three quarters or more of references are book/journal standard | <5 references AND more than half of references are book/journal standard         | <5 references OR fewer than half of references are book/journal standard        | <5 references AND fewer than half of references are book/journal standard  | No references                                               |

### Comments

V. good point about the chart not being a true pie chart.  
 Clear identification of the message.  
 Remember to add the list of references at the end.  
 References located!

## Part 2

| QUESTION                    | EXCEPTIONAL<br>6                                              | MERITORIOUS<br>5                                                          | HIGHLY<br>COMPETENT<br>4                         | COMPETENT<br>3                               | PASS<br>2                                             | FAIL<br>1                         |
|-----------------------------|---------------------------------------------------------------|---------------------------------------------------------------------------|--------------------------------------------------|----------------------------------------------|-------------------------------------------------------|-----------------------------------|
| Presentation of data (35%)  | All forms are highly effective                                | Most forms are highly effective                                           | Some forms are highly effective; all forms work  | Most forms work; none a wildly inappropriate | Some forms work, others are inappropriate             | Uses totally inappropriate forms  |
| Answers questions (15%)     | Answers all questions clearly and with minimal cognitive load | Answers all questions clearly                                             | Answers 4 questions clearly                      | Answers 3 questions clearly                  | Answers 2 questions clearly                           | Answers 1 or no questions clearly |
| Use of colour (20%)         | Professional-looking design                                   | All colours are used appropriately and allow for limits of visual system  | All colours are used appropriately               | Most colours are visible                     | Some colours are readable                             | Unreadable                        |
| Use of other elements (20%) | Professional-looking design                                   | All elements are used appropriately and allow for limits of visual system | All elements are used appropriately              | Text is a sensible size and well-spaced      | Text is readable but in an inappropriate manner.      | Unreadable                        |
| Creativity (10%)            | Professional-looking design                                   | Most graphic design elements work well                                    | Aesthetically pleasing/elegant in its simplicity | Some graphic design elements that work well  | Plain, with no attempt to add graphic design elements | Ugly                              |

### Comments

Visually striking - looks good. Some of the text is a little small, but it is still readable. Colours are consistent - excellent!

1) Good.

2) Good

3) Good

4) Good

5) Good

Excellent work!