

AS1 Guide for Tutors

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Information provided to the students

Task 1: Reading & Notes (Equivalent 1,000 words) Deadline: Week 4 30%

In this task, you will create A3 notes based on a text provided in **Week 3**. You will then upload a photo of your notes and answer five short questions about the text, along with a one-sentence reflection, using the provided template.

In-class steps to prepare for the task:

1. Take part in the Week 3 Notes → Understanding activity.
2. Create A3 notes (mind map) based on the text provided.
3. Upload a clear photo of your A3 notes to Moodle.

At-home steps to complete the task:

2. Answer the following questions using the template provided:
 - a. What is the main idea of the text?
 - b. What are two key points?

- c. What part of the text did you find most important? Why?
- d. Was anything unclear or difficult to understand?
- e. How did your group help you understand the text better?

3. Write one sentence reflection: What did you find challenging about this task?

Information on Moodle:



AS1: Reading and Notes: Assessment Information and Help

Completion ▾

In this interactive book, you will find all the information you need to understand what you need to do to complete the first portfolio task, as well as how to submit, and how your work will be marked.



AS1: Reading and Notes: Template and Marking Criteria

In this folder, you will find the template for AS1: Reading and Notes, as well as a copy of the marking criteria.

Marking Criteria AS1: Reading and Notes

Marking Criterion	FAIL 0-29%	MARGINAL FAIL 30-39%	SATISFACTORY (PASS) 40-49%	GOOD (2:2) 50-59%	VERY GOOD (2:1) 60-69%	EXCELLENT (1ST) 70-84%	EXCEPTIONAL (1ST) 85-100%
Engagement with literature skills	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Knowledge and Understanding	Shows little or no understanding of the text.	Very weak understanding; ideas unclear or incorrect.	Shows basic understanding of the main idea but limited detail is provided.	Shows clear understanding of the text with some accurate points. All questions are answered.	Very good understanding with clear points and explanations.	Strong, accurate understanding with clear detail.	Outstanding understanding with confident explanation of meaning and details.
Cognitive and intellectual skills	No interpretation.	Very limited interpretation. Many mistakes.	Basic interpretation of main idea; limited	Clear interpretation with some accurate evidence	Very good interpretation and clear reasons.	Excellent interpretation with strong evidence.	Insightful interpretation with excellent

	evidence identified.		evidence from the given text.	dence from the given text.			use of evidence.
Practical Skills	Does not use taught reading methods. Notes unclear or missing.	Weak use of reading skills; notes very limited.	Basic notes but some gaps.	Good use of reading skills; notes mostly clear.	Very good notes showing clear application of skills.	Excellent, well organised- notes showing strong skills.	Exceptional notes that show confident use of strategies.
Transferable Skills for life and professional practice	Work unclear or incomplete. Poor organisation.	Weak organisation; unclear communication.	Basic clarity; some organisation.	Clear communication and mostly organised answers.	Very good clarity and well organised- responses.	Excellent clarity, structure, and clear expression.	Exceptional clarity, confidence, and organisation.

Example of a c35

Student Work

a. What is the main idea of the text?

The main idea is that that social media is important

b. What are two key points?

One key point is social media is important

Another key point is customers are happy

c. What part of the text did you find most important? Why?

The most important part is the part about social media and likes

d. Was anything unclear or difficult to understand?

I was not sure about the part where the man talked about customers

e. How did your group help you understand the text better?

My group helped me by talking about types of social media

3. One sentence reflection

The hardest part was reading because it was hard.

Overview of the submission

The student has:

- attempted all five questions using the template
- included A3 notes
- written a one sentence reflection

However, the responses are very limited, repetitive, and unclear, and the notes do not show secure understanding of the text. The work shows engagement, but not enough evidence of understanding or reasoning to pass.

Criterion 1 Knowledge and Understanding Marginal Fail 30 to 39 %

The student shows very weak understanding of the text.

Typical features at this level include:

- restating the same idea for main idea and key points
- vague or incorrect identification of ideas
- lack of explanation of meaning

- unclear or inaccurate references to the text

In the example, the main idea is stated in a very general way and key points repeat the same idea with no development. There is no real explanation of what the text is about.

Why this is not a Pass:

A pass requires basic understanding of the main idea with some relevant detail. At 35 %, understanding is too superficial and unclear.

Criterion 2 Cognitive and Intellectual Skills Marginal Fail 30 to 39 %

Interpretation is very limited and largely descriptive.

Common indicators include:

- answers that list without explaining
- little or no justification of why something is important
- vague phrases such as “it is important” without reasons

In the example, when asked to identify the most important part of the text, the student gives a general reference but does not explain why in a meaningful way.

Why this is not a Pass:

At pass level, students must show some interpretation, not just description. The reasoning here is too weak.

Criterion 3 Practical Skills Marginal Fail 30 to 39 %

The A3 notes show weak use of taught reading and note taking strategies.

Typical issues include:

- unclear layout
- lack of a clear main idea
- limited or repetitive keywords
- notes that look copied rather than processed

In the example, the notes exist, but they do not clearly show relationships between ideas or application of the strategies taught in class.

Why this is not a Pass:

At pass level, notes should at least show a basic structure and attempt to apply taught methods. Here, the notes are present but ineffective.

Criterion 4 Transferable Skills for Life and Professional Practice Marginal Fail 30 to 39 %

Written communication and organisation are weak.

Common indicators include:

- very short or incomplete answers
- repetition across questions
- lack of clarity and cohesion
- minimal reflection

The one sentence reflection is technically present but offers little insight and no explanation of challenge beyond a vague statement.

Why this is not a Pass:

A pass requires basic clarity and organisation, even with simple language. The work here is difficult to follow and underdeveloped.

Example of a c45

Student work

a. What is the main idea of the text?

The main idea is that social media is important for businesses because it helps them reach customers.

b. What are two key points?

One key point is that businesses use social media. Also it helps companies connect with customers.

c. What part of the text did you find most important? Why?

The most important part was where it talked about businesses using social media to reach more people.

d. Was anything unclear or difficult to understand?

I was unsure about what they meant when they said besieged, flurry, and subliminal marketing.

e. How did your group help you understand the text better?

My group helped by explaining how businesses use social media in different ways and my friend explained two words to me.

3. One sentence reflection

The hardest part was identifying key points because the text had many ideas which felt the same.

Overview of the submission

The student has:

- attempted all five questions using the template
- included A3 notes
- written a one sentence reflection
- shown a basic attempt to identify main ideas and key points

The work demonstrates a **satisfactory but limited understanding of the text**. The student is able to identify relevant ideas about social media and business use, and there is some attempt to explain meaning rather than simply repeat phrases. However, responses remain quite general and underdeveloped, with limited detail or precision.

The reflection is present but basic, and some understanding of vocabulary is unclear. Overall, the submission meets a **low pass standard**, but lacks depth and consistency.

Criterion 2 Knowledge and Understanding (40–49% Satisfactory)

The student shows a basic understanding of the text.

Typical features at this level include:

- generally correct identification of the main idea
- key points that are relevant but not fully developed
- some confusion or uncertainty around specific vocabulary
- limited detail in explanation of meaning

In the example, the student identifies that social media helps businesses reach customers and connect with them. These ideas are appropriate and show basic comprehension. However, explanations are simple and do not explore the text in depth, and some vocabulary is not fully understood.

Why this is a Pass:

A pass requires basic understanding of the main idea with some relevant supporting detail. The student demonstrates this at a satisfactory but surface level.

Criterion 3 Cognitive and Intellectual Skills (40–49% Satisfactory)

The student shows a basic level of interpretation.

Typical indicators include:

- simple explanation of ideas rather than repetition only
- limited justification of importance
- emerging attempt to explain unfamiliar terms or ideas
- mainly descriptive responses with some interpretation

In the example, the student identifies that social media helps businesses reach more people, showing a basic understanding of purpose. There is also some attempt to deal with unfamiliar vocabulary, although explanations remain limited and not fully developed.

Why this is a Pass:

A pass requires some interpretation rather than simple listing. The student shows this at a basic level through partial explanation of ideas and meaning.

Criterion 4 Practical Skills (40–49% Satisfactory)

The student shows a basic attempt to use reading and note-taking strategies.

Typical features include:

- some ability to identify key ideas from the text
- limited organisation or structure in responses
- evidence of attempting to process rather than copy information
- uneven accuracy in selecting key points

In the example, the student extracts relevant ideas about social media use in business, but responses remain general and not fully refined. There is some attempt to summarise meaning, but consistency and depth are limited.

Why this is a Pass:

A pass requires basic application of reading strategies. The student demonstrates this through simple identification of ideas and partial understanding of key points.

Criterion 5 Transferable Skills for Life and Professional Practice (40–49% Satisfactory)

Written communication is basic but clear enough to follow.

Typical indicators include:

- short and simple responses
- basic organisation across questions
- limited development in explanation
- reflection is present but brief

The student completes all required sections and communicates ideas in a way that is understandable. The reflection shows awareness of difficulty, particularly in identifying similar ideas, but remains simple and not fully developed.

Why this is a Pass:

A pass requires basic clarity and completion of the task. The student meets this through full task completion and understandable communication, despite limited depth.

Example of a c65

Student work

a. What is the main idea of the text?

The main idea is that the company changed its plan because customer demand increased.

b. What are two key points?

One key point is that more people started buying the product last month.

Another key point is that the company plans to add extra staff to help with the workload.

c. What part of the text did you find most important? Why?

The most important part is the sentence about customer demand increasing, because it explains why the company needs to make changes.

d. Was anything unclear or difficult to understand?

I was not sure about the part where the text mentioned “operational capacity,” because I did not fully understand what that meant.

e. How did your group help you understand the text better?

My group helped me by explaining the difficult vocabulary and talking through the key points together.

3. One sentence reflection

The hardest part was choosing the two key points, because I was unsure which details were the most important.

Overview of the submission

The student has:

- completed all five questions using the template
- used sentence starters accurately
- provided clear and organised A3 notes
- included a relevant one sentence reflection

The work shows secure engagement and understanding, with some development of ideas. Explanations are generally clear, though not consistently detailed or extended.

Criterion 1 Knowledge and Understanding Very Good 60 to 69 %

The student demonstrates clear understanding of the text.

Typical features at this level include:

- a clear and accurate main idea
- key points that are relevant and correctly selected
- use of own words rather than copying
- accurate reference to ideas in the text

In the example, the main idea is stated clearly and the two key points directly support it. The student understands why the company changed its plan and can identify the reasons accurately.

Why this is not higher:

Understanding is clear but based on straightforward explanation. There is limited depth or wider insight beyond the immediate meaning of the text.

Criterion 2 Cognitive and Intellectual Skills Very Good 60 to 69 %

The student shows appropriate interpretation and reasoning.

Typical indicators include:

- explanation of why information is important
- ability to justify choices, such as selection of key points
- awareness of meaning rather than surface details

In the example, the student explains why increasing customer demand is the most important part of the text and links this logically to the company's actions.

Why this is not higher:

Reasoning is sound but brief. Explanations could be more developed or connected more explicitly across answers.

Criterion 3 Practical Skills Very Good 60 to 69 %

The A3 notes show effective use of reading and note taking strategies taught in class.

Typical features at this level include:

- clear identification of a main idea
- logical grouping of key points
- use of keywords rather than copied sentences
- readable and organised layout

The notes support the written answers and show evidence of processing the text rather than reproducing it.

Why this is not higher:

While well organised, the notes are functional rather than analytical. Relationships between ideas are shown but not explored in depth.

Criterion 4 Transferable Skills for Life and Professional Practice Very Good 60 to 69 %

Communication is clear and appropriate for the task.

Common indicators include:

- answers that are easy to follow
- effective use of sentence starters
- generally accurate language
- a reflection that shows awareness of challenge

In the example, the reflection identifies a specific difficulty and gives a reason, showing engagement with the learning process.

Why this is not higher:

The reflection is relevant but brief. There is limited exploration of learning beyond identifying the challenge.

Marking Practicalities

1. The A3 notes

The students will be submitting a photo of their A3 class notes as part of the template.

BUT they will have uploaded a photo in the class as well – that will be in their Reflection space.

2. Marking with rubric

!!!! Do not try to change the rubric for this assignment!!!

Do not write on the TIN rubric; you are only supposed to click on the right band for each criterion.



When you open a student assignment, you will see on the right-hand side of the TIN screen, three BLUE buttons.



The TICK, which is the Quickmarks for quick feedback on the text of the assignment.

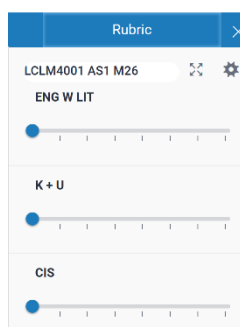


The WRITING PAD, which is the Feedback Summary, and where you should write any overall comments.



The LITTLE SQUARES, which is the Rubric.

Open the Rubric. It will look like this:



You can make it bigger and easier to work with, by clicking the FULL SCREEN button:



And you will now be able to see the full rubric:

Expanded View - School - Microsoft Edge
 https://ev.turnitinuk.com/app/expanded_rubric/en_us/?lang=en_us&cv=1&aid=22562246&cid=8092646&u=10155893&hash=13BhcGVyLzI4NDQ1MDIwMS9yZWZkLzE0ODU3Mjc1OQ==&is/son=false&iptcid=...

LCLM4001 AS1 M26 Errietta Bissa | Grading Template

Criteria	Scales				
	FAIL 0-29%	MARGINAL FAIL 30-39	SATISFACTORY 40-49	GOOD (2:2) 50-59	VERY GOOD (2:2) 60-69
ENG W LIT Engagement with literature skills	NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE
K + U Knowledge and Understanding	Shows little or no understanding of the text.	Very weak understanding; ideas unclear or incorrect.	Shows basic understanding of the main idea but limited detail is provided.	Shows clear understanding of the text with some accurate points. All questions are answered.	Very good understanding of the text with some accurate points and explanation.
CIS Cognitive and intellectual skills	No interpretation. No evidence identified.	Very limited interpretation. Many mistakes.	Basic interpretation of main idea; limited evidence from the given text.	Clear interpretation with some accurate evidence from the given text.	Very good interpretation of the text with some accurate reasons.
PS Practical Skills	Does not use taught reading methods. Notes unclear or missing.	Weak use of reading skills; notes very limited.	Basic notes but some gaps.	Good use of reading skills; notes mostly clear.	Very good notes show application of skills.

This qualitative rubric will not result in a score. However, it is a valuable feedback mechanism for students and writers.

[Close](#)

When you have marked the work, all you need to do is click on the appropriate band for each marking criterion for the student. It will look like this after you have clicked on something, i.e. your choices will be in blue:

Expanded View - School - Microsoft Edge
 https://ev.turnitinuk.com/app/expanded_rubric/en_us/?lang=en_us&cv=1&aid=22562246&cid=8092646&u=10155893&hash=13BhcGVyLzI4NDQ1MDIwMS9yZWZkLzE0ODU3Mjc1OQ==&is/son=false&iptcid=...

LCLM4001 AS1 M26 Errietta Bissa | Grading Template

Criteria	Scales				
	FAIL 0-29%	MARGINAL FAIL 30-39	SATISFACTORY 40-49	GOOD (2:2) 50-59	VERY GOOD (2:2) 60-69
ENG W LIT Engagement with literature skills	NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE
K + U Knowledge and Understanding	Shows little or no understanding of the text.	Very weak understanding; ideas unclear or incorrect.	Shows basic understanding of the main idea but limited detail is provided.	Shows clear understanding of the text with some accurate points. All questions are answered.	Very good understanding of the text with some accurate points and explanation.
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This qualitative rubric will not result in a score. However, it is a valuable feedback mechanism for students and writers.

[Close](#)

When you close the window, it will save your choices for this particular student.

3. Written Feedback

- Actionable feedforward
- Use feedback sandwich
- Do not cover generic elements; the students get that from the rubric.