

IMESS DISSERTATION



Note: Please email the completed mark sheet to Year 2 coordinator (cc Chiara Amini chiara.amini@ucl.ac.uk and fiona.rushworth@ucl.ac.uk)

Please note that IMESS students are not required to use a particular set of methods (e.g. qualitative, quantitative, or comparative) in their dissertation.

Student:	HE, Jiarong
Dissertation title:	Gender Role Represented in Official Media: Communist Legacies and the Gap between Rhetoric and Reality

	70+	69-65	60-61	59-55	54-50	<50
	A	B	C	D	E	F
Knowledge <i>Knowledge of problems involved, e.g. historical and social context, specialist literature on the topic. Evidence of capacity to gather information through a wide and appropriate range of reading, and to digest and process knowledge.</i>			60			
Analysis & Interpretation <i>Demonstrates a clear grasp of concepts. Application of appropriate methodology and understanding; willingness to apply an independent approach or interpretation recognition of alternative interpretations; Use of precise terminology and avoidance of ambiguity; avoidance of excessive generalisations or gross oversimplifications.</i>			60			
Structure & Argument <i>Demonstrates ability to structure work with clarity, relevance and coherence. Ability to argue a case; clear evidence of analysis and logical thought; recognition of an argument's limitation or alternative views; Ability to use other evidence to support arguments and structure appropriately.</i>			60			
Presentation & Documentation <i>Accurate and consistently presented footnotes and bibliographic references; accuracy of grammar and spelling; correct and clear presentation of charts/graphs/tables or other data. Appropriate and correct referencing throughout. Correct and contextually correct handling of quotations.</i>			60			
Methodology <i>Understanding of techniques applicable to the chosen field of research, showing an ability to engage in sustained independent research.</i>			60			

ECTS Mark:		Charles Mark:	C	Marker:	Daniela Kolenovská
<i>Deducted for late submission:</i>			No	Signed:	
<i>Deducted for inadequate referencing:</i>				Date:	

MARKING GUIDELINES

A (UCL mark 70+) = A (Charles mark 91-100 - excellent): *Note: marks of over 80 are given rarely and only for truly exceptional pieces of work.*
Distinctively sophisticated and focused analysis, critical use of sources and insightful interpretation. Comprehensive understanding of techniques applicable to the chosen field of research, showing an ability to engage in sustained independent research.

B (UCL mark 69-65) = B (Charles mark 81-90 – very good)
C (UCL mark 64-60) = C (Charles mark 71-80 – good): A high level of analysis, critical use of sources and insightful interpretation. Good understanding of techniques applicable to the chosen field of research, showing an ability to engage in sustained independent research. 65 or over equates to a B grade.

D (UCL mark 59-55) = D (Charles mark 61-70 – satisfactory)
E (UCL mark 54-50) = E (Charles mark 51-60 – sufficient): Demonstration of a critical use of sources and ability to engage in systematic inquiry. An ability to engage in sustained research work, demonstrating methodological awareness. 55 or over equates to a D grade.

F (UCL mark less than 50) = F (Charles mark 0-50 - insufficient): Demonstrates failure to use sources and an inadequate ability to engage in systematic inquiry. Inadequate evidence of ability to engage in sustained research work and poor understanding of appropriate research techniques.

Please provide substantive and detailed feedback!

Comments, explaining strengths and weaknesses (*at least 300 words*):

The dissertation enters wide historical and social context using basic specialist literature. The student's capacity to gather information was limited by her reduced chances to travel from the PCR and run independent research. Thus, range of reading was not adequate. As a result, relevant concepts, methodologies and precise terminology could not be fully evaluated and argumentation is unclear, sometimes even misleading. Better wording and explanation is often needed. For example, the term language control, its relation to semiotics and the topic examined should be clarified as well as the position of the topic in the discussion on human rights. The student should make bigger distance between her resources and her original thoughts and conclusions.

However, given the limited research conditions, I find the level of the content analysis acceptable. It does allow the student to answer the research question partially. The student demonstrates ability to engage in the inquiry. She understands how to use the techniques she chose and reaches basic answers in the framework.

Specific questions you would like addressing at the oral defence (*at least 2 questions*):

What is the difference between Gender-Specific Media Communication Research and the scientific discourse on Human rights?

You have chosen to compare gender roles presented in a Chinese daily newspaper and a Russian specialized journal. How did it influence your findings?