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ABSTRACT

In most subjects that students complete as part of a Business or Commerce degree they are typically assessed by way of submitting a written essay and sitting for an exam. A student should be able to show in their written essay that they understand topics covered in the subject and have gained knowledge whilst writing the essay. Unfortunately, lecturers have found that the standard of a large number of written essays submitted by both undergraduate and postgraduate students can be fairly poor and display varying degrees of plagiarism. When marking an essay it is often difficult to know whether a student actually understands what they have written in their essay. This occurs in essays written by local students as well as essays written by overseas students whose first language is not English. Students are often informed in their subject guides and lectures about the University assistance provided on essay writing and plagiarism; however it appears that they do not necessarily take up this assistance. This paper evaluates the impact in a business postgraduate subject of replacing the written essay component of assessment with a shorter written essay and requiring students do an oral presentation of their answer to the class. The students are provided with resources on assignment writing that provide assistance with essay writing and referencing as well as preparation and giving of an oral presentation. A quantitative analysis is undertaken to see whether the use of the assignment writing resources by students had an impact on their assignment mark and also if had an impact on the level of plagiarism found in the written assignments.

JEL codes: A20, A23. Key words: plagiarism, written essay, oral presentation.

INTRODUCTION

Submission of a written assignment is one of the assessment tasks required by most subjects completed as part of a University degree in Business or Commerce. In a written assignment students are able to show their lecturer that they understand and are able analyse and discuss material covered in the subject being assessed. Unfortunately, a common complaint amongst academics is that the quality of some of the assignments that they mark is of a very low standard. This is due to a wide range of reasons, such as poor spelling and grammar making an assignment difficult to read or an assignment that is subject to a significant degree of plagiarism. Whilst it is understandable that students have time constraints when completing assignments that have to be submitted by a particular date. Students need to be aware that even with these time constraints to effectively communicate their answer to an assignment question they cannot use poor writing and grammar and engage in plagiarism. In addition students need to realise that once they leave University, the skills they use when writing assignments at University are going to be required in the professional business world (Nitterhouse, 2003).

Typically Universities provide a wide range of resources to assist students in assignment writing. These resources are made easily accessible to students often by way of a mixture of websites, workshops and one-on-one consultations. Universities generally inform students about the availability of these resources when they first enrol in a course at University and lecturers can place information in subject guides on how to access these resources. Students commencing their first semester of study at University have been found to be more weakly skilled in writing assignments than students who have been studying at University for more than one semester (Hansen 1998). These students, in particular, would benefit from accessing the assignment writing learning resources. You would hope that as undergraduate students complete their degree they would be able to improve their skills in assignment writing. An incentive for this is of course that they can achieve a higher mark for their assignment. Unfortunately, academics marking assignments written by students in their last semester of undergraduate studies or completing a postgraduate degree find that some of these students have problems when writing assignments. So whilst Universities make available resources that assist students with their assignment writing, students may not necessarily be using these resources. One problem in assignment writing that causes concern amongst academics is when students simply copy material and include it their assignment without acknowledging the source of the material or failing to correctly reference the source. If a student answers an assignment question by simply copying material written by others, a marker would find it difficult to know whether or not the student actually understands what they have written. Furthermore, by not citing material that they use in their assignment, a student is incorrectly claiming the material to be their original work.

This paper examines the use of assignment writing resources made available to students enrolled in a postgraduate subject. In this subject several approaches were used to make students aware of the assignment writing resources that were available for them to use. The assignment writing task was also extended to include an oral presentation. The oral presentation allowed students to obtain feedback from other students and the lecturer before submitting the written assignment. The analysis in the paper focuses on whether students that do use the resources are less likely to engage in plagiarism and are able to achieve higher marks on their assignment.

The paper starts by reviewing the literature on student surveys that examine cheating in assignments and the repercussions of plagiarism in the business world. It then provides a description of how the assignment writing task in the subject being studied has changed. This is followed by an explanation of the qualitative and quantitative methodology used in the study. The results of this methodology is then analysed and finally a general conclusion to the paper is provided.

LITERATURE REVIEW

Universities generally incorporate a component on plagiarism in the policy and procedures they use to assess students studying at the University. The assessment policy at the University of Technology Sydney (2007, p. 23) defines plagiarism as ‘a broad term referring to the practice of presenting someone else’s ideas or work as one’s own, without acknowledging the source’. This definition not only refers to the practices of copying material directly from a source or paraphrasing someone else’s work without acknowledgement. It also refers to students who take work completed by other students and submit this as their own work or students who get another student to write their assignment.

Several studies have surveyed University students in the United States of America and found that plagiarism is a technique used frequently by students to cheat when writing assignments. These studies examine a wide range of ways that students can cheat in assessment tasks and analyse the proportion of students responding to the surveys that admit they have cheated. Diekhoff, Labeff, Clark, Williams, Francis and Haines (1996) surveyed undergraduate first year students enrolled at a University in 1984 and 1994 and found a significant increase in the proportion of survey respondents who claimed that they had cheated in their assignment. In a survey undertaken by McCabe, and Bowers (1994) across several Universities in 1962 and 1993 cheating in assignments by undergraduate students was shown to have slightly decreased over the 30 year period. Brown’s (2000, p. 107) survey of postgraduate students at a graduate business school in 1993 and 1998 found that 19.3% and 23.6% of the survey respondents, respectively, had ‘more than infrequently’ engaged in plagiarism. McCabe, Butterfield and Treviño (2006, p. 296) analysed survey data collected in the academic years of 2002-2003 and 2003-2004 from tertiary academic institutions in the United States of America and Canada by the Centre of Academic Integrity at Duke University. In this survey data 53% of the business postgraduate students and 43% of non-business postgraduate students confessed that they had cheated in their written assignments. Furthermore, 33% of business postgraduate students and 22% of non-business postgraduate students admitted to copying material directly from the internet and including it in their assignment (McCabe, Butterfield and Treviño, 2006, p. 299-300).

It is concerning that these surveys of undergraduate and postgraduate students find more than only a few students admitting that they have engaged in plagiarism. The increased effort by a lot of Universities to provide resources that make students aware of what plagiarism is and the repercussions on their grades of engaging in plagiarism does not appear to have had a major impact on all students. Nitterhouse (2003, p. 218) points out that often students did not realise they are plagiarising when they directly copy very small amounts of material without acknowledgement. Students can also be uncertain about whether the material they are paraphrasing or closely copying from a source is common knowledge. If it is common knowledge than as Nitterhouse (2003,

p. 219) explains it 'does not need to be explicitly acknowledged or attributed'. However, what may be common knowledge at one point of time or in one area of study is not necessarily common knowledge at other points in time and areas of study. Consequently, Universities need to make sure that the resources they provide to students on writing assignments allow students to gain a clear understanding of the different forms of plagiarism and how the University expects students to reference material included in their assignment. In addition if students know that there is a high probability that any plagiarism in their assignments will be detected by the marker they will be less likely to plagiarise (McCabe, Butterfield and Treviño, 2006, p. 296). It is important for markers when marking assignments to identify and clearly point out where plagiarism has occurred in the assignment. If students are not provided with feedback on their plagiarism in an assignment than they may get the impression that what they have done is acceptable. Consequently, they will continue to plagiarise in assignments they submit in other subjects (Nitterhouse, 2003, p. 218).

Nitterhouse (2003) argues that plagiarism is not a problem that only has repercussions for students when they write and submit assignments whilst at University. Once students leave University and enter the workforce, they also need to avoid plagiarism when they prepare material at work. The style of referencing required in publications written in the business world may not be the exactly the same as required by a University. However, employers will not accept material from employees that is poorly written and the integrity of a business can be adversely affected if reports and literature that they publish contains material that is simply copied from work undertaken by other businesses or individuals (Nitterhouse, 2003). Employees can be forced to resign or are dismissed when they copy material from sources and claim the work as their own (Nitterhouse, 2003, p. 216). Employers would also not reward an employee for submitting work that they have replicated from other sources.

CHANGES TO ASSIGNMENT WRITING TASK

In a postgraduate subject in the area of Finance the assignment writing task was extended so that as well as submitting a written essay that answered a question, students also orally presented their answer to their classmates and the lecturer. The oral presentation allowed students to provide a brief well explained answer to the question and then receive feedback from the audience after the presentation. Prior to giving their oral presentation students could provide the lecturer with a draft of their presentation and receive feedback on this. The feedback before and after their presentation would provide students with information on the strength of their answer to the question, the standard of the grammar and spelling and whether plagiarism was seen to be occurring. Students were also provided with several avenues to strengthen their assignment writing skills.

The Oral Presentation and Written Essay or Report

The original assignment writing task for the subject required students to choose between two short essay questions and write an essay on their chosen question. The essay was given a mark out of twenty. The maximum word limit on the essay was 2,000 words and for each question a list of at least three publications was provided to assist students in answering the question. The essay had to be submitted during the third last lecture of the semester. In 2007 the assignment writing task was extended to require that students give an oral presentation of their answer as well as submit a

written essay. The total mark for the task was still twenty marks with both the oral presentation and written answer being given a mark out of ten. The maximum word limit on the essay was reduced to 1,500 words and students could use up to twelve PowerPoint slides when giving their oral presentation. Instead of choosing an essay question to answer, students chose a lecture topic that they would answer a question on. Once a student selected a lecture topic they were provided with a question on that topic and at least one reference publication other than the recommended textbook that would help them answer the question. Students were told they did not need to use a large number of references when answering the question. The oral presentation took place in the lecture held three weeks after the topic was lectured on and the written answer was submitted within twenty four hours after the oral presentation was given.

Students completing this subject have always been required to attach a cover sheet to their essay. The original cover sheet contained a table where the marker wrote the mark out of twenty given on the essay and then indicated whether the overall organisation of material, accuracy of spelling, grammar and clarity of expression and acknowledgement of sources and correct citation was regarded as being poor, good or excellent. In 2007 the table on the cover sheet also showed students how the ten marks given for the oral presentation and the ten marks for the written essay would be determined. The ten marks for the oral presentation were broken down so that students were given a mark out of eight for how well they were able to explain the points written on the PowerPoint slides and a mark out of two for their ability to encourage discussion from the class. The ten marks for the written essay were allocated so that the student's discussion and understanding of relevant key issues and facts was marked out of five, use of examples and illustrations was marked out of three, and explanation of figures, diagrams and tables was marked out of two. A section was also included where the marker could indicate whether they had found none, a moderate level or a significant level of plagiarism.

Resources on Assignment Writing and Avoiding Plagiarism

In this subject students have been strongly advised during lectures and in the subject guide to read and use the UTS Faculty of Business (2006) Guide to Writing Assignments and other resources provided by the University, such as websites and workshops, on how to write assignments and reference sources of material when writing up an assignment. All students were provided with a copy of a well written and correctly referenced essay that had been submitted by a student in the previous semester and had received a high distinction. During the first lecture and the lecture preceding the lecture when students were required to submit their essay, lecturers discussed the issue of plagiarism with students and reviewed material provided by the University and in the subject guide on plagiarism. An email was also sent to all students the week before the essay submission date warning them about not engaging in plagiarism and the repercussions of plagiarism. However, lecturers found that when marking the submitted essays that a very large number of students had simply copied material from publications and websites without acknowledging the source or not acknowledging it correctly. So whilst information was provided to students on writing assignments and plagiarism, the use of this information was not always reflected in the essays written by students.

In 2007 several new approaches were used to make students more aware of the resources available to them on assignment writing. The subject guide included the

same information as provided in previous semesters on the resources provided by the Faculty of Business and the University on assignment writing. In addition students were provided with a handout titled 'Guide on Oral Presentation and Written Answer for Students' that was written for the students by the course coordinator with the assistance of the ELSSA centre at UTS¹. This Guide provided students with information on factors that were specific to the assignment writing task in the subject. It provided tips on making a successful oral presentation, such as the structure of the presentation and making the PowerPoint slides simple and easy to read, as well as information on essay and report writing. It referred students to resources provided by the Faculty of Business and the University on assignment writing when they covered in more detail what was being discussed in the Guide. The Guide contained a copy of a student's essay from the previous semester that achieved a high distinction. However, unlike previous semesters, it also included an essay that received a fail grade. This essay displayed weak writing skills, provided a very poor answer to the essay question being answered and copied material from several sources without referencing the material or referenced it incorrectly. Comments were written in the margin of this essay to show where the weak writing skills and plagiarism were evident. Students were provided with a rewritten version of the essay that corrected for the weak writing skills and removed the plagiarism. Notes were added to the bottom of the rewritten essay on the type of information that had not been included in the essay and how this information would have provided a stronger answer to the question. Students were also offered the opportunity to attend two workshops run by the ELSSA centre specifically for students enrolled in this subject. They were held in a non-teaching week just after the start of the semester. The first workshop discussed what was involved in preparing and giving an oral presentations and the second workshop was on avoiding plagiarism. Of the 33 students who signed up to attend the first workshop on oral presentations only 10 attended the workshop. The second workshop on avoiding plagiarism was only attended by 5 of the students 34 who signed up to attend the workshop. Due to the low attendance at the workshops this study was not able to examine if there was a relationship between attendance at these workshops and the level of plagiarism that occurred in essays and marks achieved by students.

METHODOLOGY

The qualitative approach used a questionnaire survey to gather feedback from students on two areas that could assist lecturers in understanding why students plagiarise. Firstly, to identify whether the survey respondents have experience in essay writing and oral presentations, they are asked to indicate if they have submitted written essays and given oral presentations previously during their University studies. Secondly, to gauge if the survey respondents have used the resources provided to aid them in their essay writing and oral presentations, they are asked to indicate whether they had read the UTS Faculty of Business (2006) Guide to Writing Assignments and or the 'Guide on Oral Presentation and Written Answer for Students' written by the course coordinator. Questions were also included in the survey to obtain feedback on how beneficial the survey respondents found the oral presentation to be as an assessment task. They were asked to rank the combination of a written answer and

¹ The ELSSA (English Language Study Skills Assistance) centre at UTS provides services to students and academics in the areas of English language and academic literacy.

oral presentation against two other assessment tasks that only required a written answer to be submitted. They were also asked to indicate whether they found presentations given by other students in the class assisted them in learning material covered by the subject. Students were asked to voluntarily complete the questionnaire survey in the second last lecture of the survey. This was done to ensure that a large number of surveys would be completed by students (Alreck and Settle (1985)). The last lecture of the semester was a revision lecture and in previous semesters a lower number of students than normal would attend this lecture.

Statistical analysis was adopted in the quantitative approach to detect the type of plagiarism that had occurred in students written essays. Lecturers recorded whether they found none, a moderate degree or a significant degree of plagiarism when marking an essay. Students were identified as engaging in plagiarism if they copied material and did not acknowledge the source of the material or paraphrased other author's ideas and failed to acknowledge that they had done this. Incorrect in-text referencing was also recognised as plagiarism when students failed to correctly acknowledge the source of the material that they included in their essay. For example, when students directly copied material from a source but quoted it as an indirect quote rather than as a direct quote. It was decided to recognise the plagiarism as being moderate when it only occurred in a few sentences whilst severe plagiarism would be recognised when the majority of the essay was copied or paraphrased without any acknowledgement. Over the semester lecturers found it very easy to identify whether an essay they were marking was subject to a moderate or significant degree of plagiarism. The statistical analysis was extended to see whether there was a lower degree of plagiarism in essays written by students who read the UTS Faculty of Business (2006) Guide to Writing Assignments and or the 'Guide on Oral Presentation and Written Answer for Students'. Responses to the questionnaire survey were used to identify students that had read the guides.

SAMPLE

The study was undertaken on students completing a postgraduate subject in the area of Finance in Spring Semester 2007. The requirement that students complete both a written assignment and oral presentation rather than submit only a written assignment had been introduced for the first time in the previous semester. However, this was the first semester that an analysis was taken of the degree of plagiarism that was evident in the written assignments submitted by students. This study uses data from questionnaire surveys that were voluntarily completed by 101 students, a response rate of 73%, and assessment data for 138 students². These students attended one of four seminar classes held in the subject. The average number of students enrolled in each seminar was forty and the duration of a seminar was three hours. Seminars were held each week over a thirteen week semester. The number of students enrolled in each seminar was larger than expected. Consequently, it was decided that students would give their oral presentation and submit their written essay as part of a team that consisted of two or three students. The teams were formed in the first few weeks of the semester.

² There are a total of 185 students enrolled in the subject. However analysis could only be done on 138 of the students as the lecturer of the fifth seminar held in this subject did not distribute the questionnaire surveys or record the data on plagiarism by students.

PASS was offered to postgraduate subjects enrolled in an introductory Economics subject in Spring Semester 2008. majority of the survey respondents in table 1 indicated that English was not their first language and that they were full-time students. About half of the students indicated that this was their first semester of postgraduate study. Whilst these students had already completed an undergraduate degree, students who had not studied at a postgraduate level before or whose first language was not English might find it beneficial to be provided with additional assistance in assignment writing and oral presentations.

RESULTS

The Questionnaire Survey

Table 2 shows the responses that students made when asked about their experience in assignment writing and giving oral presentations; whether they read the UTS Faculty of Business (2006) Guide to Writing Assignments or the 'Guide on Oral Presentation and Written Answer for Students' when writing their assignment; and whether they found the oral presentations given by other students assisted them in learning the subject. Their responses to these questions were no, yes or no comment. It was expected that as the survey respondents were postgraduate students they would have had some experience in writing assignments and giving class presentations. This expectation is confirmed in table 2 as 94% of the survey respondents indicate that they had previously written and submitted assignments during their University studies while 88% of the survey respondents indicate that they had already given oral presentations in other subjects that they had completed at University. Students were encouraged at several times during the semester to read the UTS Faculty of Business (2006) Guide to Writing Assignments and 'Guide on Oral Presentation and Written Answer for Students' as these guides would be very useful for them when writing their assignments and preparing their oral presentations. In table 2 close to 70% of the survey respondents indicated that they had read the UTS Faculty of Business (2006) Guide to Writing Assignments while 61% indicated that they had read the 'Guide on Oral Presentation and Written Answer for Students'³. Interestingly close to 8% of the respondents chose not to comment whether or not they had read any of the guides. The questions that students were required to answer in their assignments required them to show that they understood and could explain concepts that had been covered in the subject. Consequently, in their oral presentations students would be explaining in their own words to their audience concepts previously covered in lectures. As the majority of students emailed their Power Point slides to their lecturer for feedback on the structure of their presentation and grammar, lecturers felt that after students incorporated the feedback into their slides that the majority of the oral presentations provided a good review of the material covered in the subject. However, in table 2 only 57% of the respondents indicated that attending the oral presentations given by other students assisted their learning in the subject. 24% indicated that the oral presentations did not provide assistance and 19% chose to make no comment. Five of the students who completed the survey wrote on their surveys that they found it difficult to understand what some teams were saying in their presentations.

³ 67 of the 101 students who responded to the survey indicated that they had read both the guides, 27 indicated that they had only read the UTS Faculty of Business (2006) 'Guide to Writing Assignments' and 17 indicated that they only read the 'Guide on Oral Presentation and Written Answer for Students'.

The survey respondents ranked the combination of a written assignment and oral presentation as more favourable than two other assessment tasks that only required submission of a written assignment. This is shown in table 3 where the assessment task that combined the written assignment and oral presentation was slightly preferred on average to the other assessment tasks. One of the assessment tasks that only required submission of written assignment required a single 2,000 word assignment to be written and submitted in week 10 of the semester. The other required students to complete two 1,000 word assignments and submit one in week 5 and the other in week 10.

The Statistical Analysis

In table 4 the average essay mark is higher for students that the marker did not identify as engaging in plagiarism. On average these students received a mark of 7.62 out of 10 for their written essay and 8.02 out of 10 for their oral presentation. Students engaging in a moderate degree of plagiarism achieved an average mark of 6.7% for their written essay and 6.71% for their oral presentation. While several students who engaged in a severe degree of plagiarism did not receive a pass mark, the average mark for students engaging in a severe degree of plagiarism was 5.77% for their written essay and 6.18% for their oral presentation. The marks given to students for their written essay did not include a deduction for plagiarism. However, some students were asked to rewrite and resubmit their essay to have their mark recorded or otherwise accept a mark of zero. All students who were asked to rewrite their essay did so and were given the mark the essay received when it was marked the first time. Although lecturers in this subject did find plagiarism evident in some written essays, they felt that the general standard of writing in the assignments was better than in previous semesters and that there was less plagiarism occurring⁴.

The degree of plagiarism found by lecturers marking essays submitted by post graduate students is shown in table 4. Only 34% of the essays were found to contain no plagiarism by the lecturer marking the essay. More than half of the essays, that is 81 of the 138 essays, contained a moderate degree of plagiarism. In 50% of these 81 essays a few sentences were included that contained the words written by another author without the author being acknowledged. 31% of these essays had citations for the source of the words that had been copied. However, quotation marks were not used to indicate that it was a direct quote. 37% and 26% of the essays did not include all the information required when quoting the ideas of another author or a website respectively⁵. Of the 8% of essays that exhibited a severe degree of plagiarism by failing to quote a lot of the material that they copied directly from other sources, 27% did acknowledge the source of a few of the words that were copied. However, they did this as an indirect quote rather than a direct quote. 27% of these essays did not include all the information required when quoting ideas from a website.

Responses to the questionnaire survey were used to separate the written essays of 101 students into two groups to see if students who did not read either the UTS Faculty of Business (2006) Guide to Writing Assignments or 'Guide on Oral Presentation and

⁴ The three lecturers in this subject had lectured and marked assignments in this subject for several years.

⁵ This occurred when students included an author's ideas without providing page numbers of the author's publication or wrote information from a website and only provided the general web address and not the full URL.

Written Answer for Students' were more likely to engage in plagiarism. Of the 101 students 23 indicated in the questionnaire survey that they had not read either of the guides and 78 indicated that they had. It could be argued that students who did not read the guides may already be knowledgeable on how to avoid engaging in plagiarism when writing essays. However, table 6 shows that a fairly similar percentage of over 60% of the students in both groups engaged in plagiarism. So a large percentage of students who did not read the guides were found to have plagiarised in their essays. The finding that a significant percentage of students reading the guides still engaged in plagiarism is a major concern. Both of the guides contained detailed easy to read information on how to correctly reference material that was included in an assignment. The average mark given for both the written essay and oral presentation is shown in table 6 as being similar for students who read the guides and students who did not read the guides.

CONCLUSION

Academics marking assignments written by postgraduate students often encounter assignments that have been poorly written in terms of their spelling and grammar and are subject to plagiarism. Attempts to improve the assignment writing skills of postgraduate students enrolled at a University in a Finance subject do not appear to have assisted the skills of some students. Firstly, the assignment writing task in this subject was extended so that students were required to orally present their answer to an essay question before submitting their written essay rather than simply submitting a written essay. By giving the oral presentation students were able to receive feedback from their classmates and the lecturer on poor spelling and grammar and potential plagiarism that was observed on their PowerPoint slides used in the presentation. However, the written essays submitted by a significant number of students after their oral presentations were still poorly written and subject to plagiarism. Secondly, there was an increase in the number of resources made available to students on how to write assignments. In particular, the encouragement by lecturers for students to use the UTS Faculty of Business (2006) Guide to Writing Assignments and the 'Guide on Oral Presentation and Written Answer for Students' that was written specifically for students enrolled in the subject. Unfortunately, a large proportion of students who claimed that they had used these resources did not show in their written essay that they were less likely to engage in plagiarism than students who had not read the guides. While students who did not engage in plagiarism achieved higher marks than students who did, the average mark for students who read at least one of the guides was similar to the average mark for students who did not read the guides.

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Table 1: Characteristics of the Survey Respondents	
Respondents in their first year of studying a postgraduate degree.	51.85%
Respondents whose first language is English.	14.07%
Respondents who are enrolled as a full-time student.	76.30%

Table 2: Written Essay and Oral Presentation			
	No	Yes	No comment
Have you written and submitted assignments previously during your University studies?	5.97%	94.03%	0%
Have you given class presentations in other subjects during your University studies?	11.85%	88.15%	0%
Did you read the Faculty's 'Guide to Writing Assignments' when writing your assignment?	23.88%	68.66%	7.46%
Did you read the "Guide on Oral Presentations and Written Answer for Students" when writing your assignment?	31.11%	60.74%	8.15%
Did you find the oral presentations given by other students assisted your learning in the subject?	24.44%	57.04%	18.52%

Table 3: Average Ranking of Assessment Task	
Submit a 2,000 word answer to an assignment question in week ten of the semester.	1.92424
Submit 1,000 word answers to two assignment questions with a word limit of 1,000 words each. The first assignment will be submitted in week 5 and the second assignment in week 10 of the semester.	2.1203
Make a ten minute oral presentation of an answer to an assignment question and submit a 1,000 written assignment within 24 hours of the presentation.	1.71212

Table 4: Degree of Plagiarism in Written Essay			
	None	Moderate	Severe
Average essay mark	7.62	6.70	5.77
Average oral mark	8.02	6.71	6.18
Percentage of students	33.81%	58.27%	7.91%
Missed in-text quotations			
A few		50%	0%
A lot		0%	100%
Incorrect referencing in text			
Direct quote		30.77%	0%
Publication		37.18%	27.27%
Website		25.64%	27.27%

Table 5: Degree of Plagiarism and Reading the Guides					
	None	Moderate	Severe	Average essay mark	Average oral mark
Read one of the guides	33.3%	59.0%	7.7%	7.1	7.3
Did not read the guides	37.5%	50.0%	12.5%	7	7.2