



**European Union  
Military Secondary  
Schools  
Forum  
(EUMSSF)**

**Regulation**  
on how to  
author & evaluate  
Essays  
for the  
**2024-2025**  
**Essay Writing  
Competition**

**EN**

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## **Author's note:**

The ESDC's (European Security and Defence College) EAB (Executive Academic Board) configuration EUMSSF (European Union Military Secondary Schools Forum) invites students/pupils from military secondary schools across the EU (European Union) and associated members to participate in an essay competition. The EUMSSF has launched the essay-writing contest to encourage students to share their views on the EU topics.

This regulation should pass clear guidelines to the authors and should assure a fair evaluation of the provided essays.

The formatting of this regulation is created in the same way as the essays should be formatted. Consequently, it is easier for the authors to follow the format-guidelines by "brushing" the format from this regulation.

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## **2. Rules for the Essay Competition**

The essay competition is open to students – in the penultimate year of school – from military secondary schools across the EU and associated members.

### **2.1 Topics of the Essays for 2024-2025**

The students have to select one out of the following topics:

1. What does it mean to be a European Union citizen?
2. The importance of defending the principles of rule of law, democracy and human rights in the European Union.
3. The importance of strengthening, empowering and including youth participation in the European Union.
4. The role of the European Union in the context of the global peace and security.
5. The EU's agenda for a green transition.
6. The EU's role to enhance resilience and strategic autonomy, amidst growing geopolitical confrontation.
7. The importance of EU NATO relations

### **2.2 Essay Requirements**

- The essays must be written in British English.
- The exact proposed title should be indicated in each essay on the cover page.
- Variations to the topic titles will not be taken in consideration.
- The essays' range of words is between 750 and 1,000.
- The essays must be typed in Word. Additionally a pdf must be handed-in.
- The essays must not have been published or considered for publication previously.
- The students must write the essay themselves with no assistance.
- Each student may only submit one essay.
- Essays must be accompanied by a cover page according to the example in the annex of this regulation.

## 2.3 Evaluation Criteria

The essays' evaluation has to be done according to the table hereinafter. A detailed evaluation paper can be found in the annex of this regulation.

| Field  | Percentage and maximum points |
|--|-------------------------------|
| Introduction to the topic  | 10                            |
| Clear elaboration on the topic   | 15                            |
| Clarity/robustness of the arguments  | 15                            |
| Concise and clear conclusion   | 15                            |
| Originality  | 15                            |
| Writing style – including language & grammar – main points, sub-points, elaboration on sub-points and format | 30                            |
| <b>Total</b>   | <b>100</b>                    |

**Table 1:** Evaluation criteria for the essay.<sup>1</sup>

## 2.4 Selection Process and Awards

### 2.4.1 First Stage at the School Level

The principal or an authorised representative of the institution is to:

- 1) announce the essay competition and explain the rules of the competition to the students before the **end of the 2023-2024 Academic Year**;
- 2) collect the essays by **not later than the 29<sup>th</sup> of November 2024**;
- 3) select the essays based on the above mentioned selection criteria;
- 4) Submit the three best institution's essays to the ESDC/EUMSSF secretariat **by 30 January 2025**; **essays that are not submitted to the ESDC by this date will not be considered.**

The three best essays submitted by the school to the ESDC should bear the school's stamp and the signature of the principal or an authorised representative of the school at the end of each essay as confirmation that the writer is a student of the school in the class indicated

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<sup>1</sup> Table created by the author.

and that the essay is the entrant's original, unaided work.

### **2.4.2 Second Stage at the EU Level**

A jury comprised of EUMSSF representatives and representatives of the broader ESDC network will evaluate the submitted essays and select and rank three winners by the 31<sup>st</sup> of March 2025.

The three winners of the EU-level competition will receive trophies, in-kind awards, and certificates at a special ceremony to be held in September. The ESDC will cover their travel and accommodation expenses.

In addition, the best essays will be published by the EUMSSF in a booklet and/or on online communication platforms with the names of the respective writers.

## **2.5 Other Provisions**

- Submission of an essay and/or participation in the organisation of the competition/jury implies acceptance of the conditions of the competition.
- The results of the competition may not be appealed. The jury's decisions will be final.
- Each participating institution shall also provide two evaluators in order to evaluate the essays at the second stage – see point 2.4.2.
- The ESDC/EUMSSF will keep all essays submitted to it by the relevant schools.
- The ESDC/EUMSSF will retain the copyright for the winning essays and may publish them.
- The ESDC/EUMSSF may amend the timeline for essay submissions and the selection process.
- The ESDC/EUMSSF bears no responsibility in the event that the competition must be modified or cancelled.



### **3. Formal Guidelines**

#### **3.1 Margins, Headers and Footers**

Margins are to be set on the top, at the bottom and on the right side with 2.5 cm. On the left side – if published at a later stage to bind a book – 3.5 cm are to be set.

The distance of the header and the footer from the side edge is 1.5 cm.

The essay is to be formatted/printed single-sided.

The header includes left-aligned the author's family name – right-aligned the short title of the essay. This format starts on the page of the table of contents.

Header and footer have a font size of 10/normal.

All pages before the table of contents (title page and abstracts) are not to be numbered.

The footers have to include the respective page number and the number of all pages (e.g.: Page 1 of 34).

Pagination begins with number 1 on the page of the table of contents and is to be set continuously to the last page of the essay.

The text in the header and footer is to be separated from the essay text with a line. By typing the "enter key" – including a distance of 6 pt – a distance to the essay text is created accordingly. In doing so, no extra format is needed when writing the essay text.

By using the headers and footers guidelines each single page of the scientific paper can be attributed to the respective author.

### **3.2 Font, Font Size, Line Spacing and Section**

Within the entire essay the font “Times New Roman” is to be used. The only exceptions are copies of illustrations (e.g.: pictures, graphs, tables, etc. are copied from an original source with another font into the essay. This is a literal citation and it is not allowed that the original font is changed).

The font size is 12-normal, exceptions are headings, citations (citations within the essay text as well as citations at the end of the respective page) and descriptions below the pictures, graphs or tables.

Line spacing is to be set at 1.5. When pressing the “enter key” the distance (section) is to be set with 6 pt.

Full justification is to be used.

### **3.3 Depth of Structure, Headings and Enumerations**

Within the essay the depth of the structure is 3 as a maximum. That's why 3 levels of chapter headings are allowed. (e.g.: 3.3.1). If there is a need for more levels it is to be done with bullets (lines or dots).

The distance of the chapter number from the left is “zero”; the distance from the chapter number to the text of the chapter heading is 1 cm (tabulator position). The author of the essay has to assure that all chapter headings of the same level have the same indentation within the entire essay.

Each chapter heading is to be formatted with bold. The different levels of chapter headings are to be expressed with the font sizes, according to the following:

|  |                         |                  |
|--|-------------------------|------------------|
| <b>1<sup>st</sup> level (main chapter):</b>    | <b>(example: 3.)</b>    | <b>16 - bold</b> |
| <b>2<sup>nd</sup> level (sub-chapter):</b>     | <b>(example: 3.4)</b>   | <b>14 - bold</b> |
| <b>3<sup>rd</sup> level (sub-sub-chapter):</b> | <b>(example: 3.4.1)</b> | <b>13 - bold</b> |

Any respective 1<sup>st</sup> level heading is to start at a new page at the top without any distance to the upper margin. All other sub-chapter headings are to be separated from the text before with a distance of pressing the “enter key” once (font size: 12). Of course, sub-chapter headings can be set on a new page without any distance to the upper margin, too if it fits to the overall appearance.

Sub-chapters shall be used in a logical sequence. It is not allowed just to use one single sub-chapter without another sub-chapter (e.g.: a sub-chapter has the number 3.3.1 → then a sub-chapter with the number 3.3.2 is to be used, too. If there is no sub-chapter used with the number 3.3.2 → the sub-chapter with the number 3.3.1 is to be deleted).

## **3.4 Citation System**

### **3.4.1 General Remarks**

The European citation system is to be used.

Literal quotations which are copied into the essay, are to be marked with “*quotation marks and in italics*”.

Spelling mistakes within literal quotations are not allowed to be corrected by the author of the essay, they are to be marked with [sic].

Literal quotations should be used in order to support or contradict the author's arguments. That's why literal quotations are to be commentated (e.g.: .... expert Xxxxx said in 2010: “Xxxxx xxxx xxxx”. Because of the previous arguments the author assents to the expert's view ....).

Pictures, graphs, tables, etc. which are copied from various sources into the essay are to be treated in the same way as literal quotations – they are to be commentated. Descriptions below the pictures, graphs or tables (captions) are described in sub-chapter 3.6 of this regulation.

In order to avoid plagiarism, each and every source which is not the author's one is to be accompanied by a footnote. This includes also pictures, graphics or tables.

If a section is solely created by the essay author herself/himself – this is to be mentioned in the footer too (e.g.: Author's note: Conclusions based on the author's arguments so far.).

Pictures, graphs or tables which are created by the essay author are to be noted in the footer, too (e.g.: Table created by the author.).

### **3.4.2 Use of Citation Abbreviations**

If a source within the essay is used for the first time, the entire source with the page(s) used is to be noted within the footer (see sub-chapter 3.4.3 of this regulation).

Footer number (within the text) and entire source (within the footer) should appear on the same page.

It is recommended that immediately after writing the entire source into the footer, this source is copied into the bibliography using a certain system (e.g.: all books are copied into one sub-chapter of the bibliography, all web-pages are copied to another sub-chapter and so on). Within the bibliography the used page numbers (e.g.: P. 5.) as well as the citation abbreviations (e.g.: Cf. :) are to be deleted.

If the entire source was already used before, there is no need to note it a second time. In such a case the citation abbreviations *ibid.* (meaning "the same place") or *op. cit.* (meaning "in the work cited") is to be used.

The most used citation abbreviations are listed in the table hereinafter:

| Abbreviation | Meaning                                  | Explanations & examples   |
|--------------|--|---|
| Ibid.        | ibidem,<br>the same<br>place             | The used source is exactly the same one as the source used before. It could be possible that another page is added.<br><br>Example:<br>Cf.: Ibid. P. 7-8.   |
| Op. cit.     | opere<br>citato,<br>in the work<br>cited | The used source was cited "somewhere" before – but not immediately before. The entire source must not be indicated again, but it must be clear which source is used.<br><br>Example:<br>Cf.: Porta, S. & Hlatky, M. (2009). Op. cit. P. 27ff.<br><br>If an author created more than one item within one year – then the short title of the source is to be noted to identify it clearly.<br><br>Example:<br>Cf.: Porta, S. & Hlatky, M. (2009). Understand stress – defeat burnout. Op. cit. P. 27ff. |
| Passim       | here and<br>there,<br>everywhere         | The source is not taken from a specific page but from a huge number of pages. It would be too confusing to list all the used pages in the footer. The citation abbreviation "Cf.:" can be left out.<br><br>Example:<br>Porta, S. & Hlatky, M. (2009). Understand stress – defeat burnout. Vienna. Publishing company of the doctors of medicine. 1 <sup>st</sup> edition. Passim.   |
|              | No<br>abbrevi-<br>ation                  | If at the beginning of the citation "Cf.:" or at the end "Passim" is <b>not</b> used – the citation is a literal one (word for word citation).<br><br>Example:<br>Ibid. P. 28.  |
| Cf.:         | Confer,<br>compare,<br>bring<br>together | This indicates an "indirect" citation. The content of the source is taken over by analogy / the sense of the source is taken over.<br><br>Example:<br>Cf.: Selye, H. (1956). The Stress of Life. USA. McGraw-Hill. Edition 1978. P. 472.  |

Table continued on the next page.

| Abbreviation | Meaning                                      | Explanations & examples   |
|--------------|--|---|
| Cit. acc. to | cited according to                           | <p>The original source cannot be found, that's why the secondary source is cited (e.g.: within a scientific paper the results of a research project are presented – but the author of the project is not mentioned.) Secondary sources have less scientific values.</p> <p>Example:<br/>Cf.: U. a. Cit. acc. to. Homepage of the ministry of education. URL:<br/><a href="http://www.berufsbildendeschulen.at/en/glossar/k/kompetenz.html">http://www.berufsbildendeschulen.at/en/glossar/k/kompetenz.html</a>. [3-2-10].</p> |
| U. a.        | Unknown author                               | <p>The author of the source cannot be found.</p> <p>Example:<br/>See previous example.</p>  |
| et al.       | et alii, and others                          | <p>If more than one author creates a scientific work all the authors are to be mentioned and are to be separated with the symbol “&amp;”. If more than four authors create a scientific work – then the first author is to be mentioned and the citation abbreviation “et. al.” is to be added.</p> <p>Example:<br/>Cf.: Porta, S. et al. (2011). Are soldiers in love better riflemen?. Op. cit. P. 3f.</p>  |
| f            | following page                               | <p>Within the footnote one page is mentioned, after the figure the abbreviation “f” is added. This expresses that the source is also on the following page.</p>   |
| ff           | following pages                              | <p>Within the footnote one page is mentioned, after the figure the abbreviation “ff” is added expressing that the source is on the following pages, too.</p>  |
| [sic]        | sic erat scriptum, thus, thus was it written | <p>Spelling mistakes, misplaced commas, etc. within literally citations (word for word citation) are not to be corrected.</p> <p>The author using these citations adds the citation abbreviation [sic] expressing that she/he discovered the mistake.</p>   |

**Table 2:** Most used citation abbreviations and their meaning within scientific papers.<sup>2</sup>

<sup>2</sup> Table created by the author.

### 3.4.3 Entire Citation of a Source

When using a source for the first time, the entire citation is to be noted in the footer. In addition, the citation abbreviations (according to sub-chapter 3.4.2) and, if applicable, used pages are to be added.

For easier use of the entire citation's spelling the separation of the citation parts is to be done using full stops only.

If books, scientific magazines, etc. are found at the internet, then the book, the scientific magazine, etc. is to be cited and not the internet source where the book, etc. was found (not the URL).

If using an internet source, the date of download is to be mentioned in square brackets. E.g.: Cf.: Homepage of XXXXX. URL: www.un.org. [7-11-15].<sup>3</sup>

Basically, the entire citation of a source follows the following sequence:

- **Author(s)**  
family name, comma, first name's first letter and full stop. If there are more authors they are to be separated with the symbol "&".
- **Year of publication**  
in round brackets, then a full stop.
- **Title**  
the complete title, then a full stop.
- **Place of publication**  
where the source was published? If it was an institution – then the institution is to be mentioned with the location (e.g.: University of Vienna). Then set a full stop.
- **Publisher**  
only to be mentioned if the source was created by a publisher. Then set a full stop.
- **Additional details**  
this could be an edition, the type of the source (e.g.: book, master thesis, report, etc.), the number or the month of a magazine, the number of a revised edition, etc. Then set a full stop.

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3 Author's note: This sequence of figures expresses in British English the 7<sup>th</sup> of November, 2015.

The table below gives examples of entire citations of various sources. Citation abbreviations and source's pages are not mentioned – they are to be added to the respective entire citation.

| Type of the source               | Example   |
|----------------------------------|---|
| Book                             | Porta, S. & Hlatky, M. (2009). Understand stress – defeat burnout. Vienna. Publishing company of the doctors of medicine. 1 <sup>st</sup> edition.  |
| Magazine or professional journal | Gell, H. & Pichlkastner, K. & Cichocki, G. & Porta, S. (2009). A role of electrolyte and blood gas determination in the selection of military leadership personnel?. Munich. Dustri publishing company. Trace elements and electrolytes. Volume 27. No. 2/2010. |
| Dissertation or thesis           | von Rennenkamff, A. (2005). Leadership competences for the use of application for a post. University Mannheim. Dissertation.  |
| Research study                   | Kluge, N. & Sonnenmoser, M. (2001). Dream women and dream men – about the ideal appearances of spouses and life partners. University Landau. Research study.  |
| Report                           | Porta, S. & Gell, H. & Pichlkastner, K. (2010). Lack of Magnesium – Officer Cadets' lack of electrolytes. Wiener Neustadt and Graz. First non-published situation report.   |
| Law                              | District law of Vienna (1994). Official regulation 1994. District law gazette for Vienna No. 56 (regulation for official titles). Version as of 4-4-02. §3.   |
| Document                         | Lichtenauer, E. (2009). Entrance exam 2009 – Tasks for role playing game. Fachhochschul-Bachelor Programme Military Leadership Wiener Neustadt. Document for observers.   |
| Newspaper                        | U. a. (2011). US starting withdrawal. Vienna. Daily newspaper Kurier as of 4-12-11. Item.   |
| Radio or television              | Darabos, N. (2011). Radio Programme “Mittagsjournal“ of radio station “Ö3“ as of 18-7-11. Vienna. Interview.  |
| Internet                         | Homepage of Fachhochschul-Bachelor Programme Military Leadership. Page Military Erasmus. URL: <a href="http://www.miles.ac.at/campus/iep/index_iep.php">http://www.miles.ac.at/campus/iep/index_iep.php</a> . [25-11-12].                                       |

**Table 3:** Most-used entire citations for scientific papers.<sup>4</sup>

<sup>4</sup> Table created by the author.



### 3.5 Footnotes

Footnotes are to be set at the end of a page. The entire text of the footnote shall appear on the same page as the footnote's number appears within the text. Font size is 10-normal, line spacing is 1, paragraph (section) is 6 pt., tabulator 1 cm, full justification (an example you can find at the end of this page). If within the entire essay the number of footnotes remains in double figures, then the tabulator is to be set at 0.5 cm.

### 3.6 Descriptions of Pictures, Graphs or Tables

Under each picture, graphic and/or table a description (font size 10-normal) is to be set. At the beginning of the description the consecutive serial number within the essay of the respective picture, graph and/or table is to be set (font size 10-bold, at the end set a colon!).

The pictures, graphs or tables as well as the description are to be arranged centrally. The source of pictures, graphs and/or tables is to be described according to the citation rules.

The essay text following the description is to be separated from it by pressing the enter key once. Example:



**Figure 1:** National and international Officer Cadets during the leadership training Crisis Management Operations.<sup>5</sup>

Basically, pictures, graphs or tables are to use for supporting the essay's text. As literal citations they are to be commented before and/or after.

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5 Picture created by the author during the leadership training on 23<sup>rd</sup> of May, 2009.

### **3.7 Length and Quality of the Essay**

Basically, the essay is to run approximately from three to four pages. These are text pages (starting after the table of contents until before the annexes) and **do not include pictures, graphs, tables, literal quotations or footnotes.**

Counting the words – according to Microsoft Word word-counting – these numbers of pages equal 750-1,000 words for the essay.

Basically, students are to author their essays in English language. Spelling and grammar is to be used according to British English.

To assure a proper quality, the author has to minimise spelling and grammar errors. Two capital errors are allowed per 250 words (a capital error is, for instance, a spelling mistake or a grammatical error). Four comma errors or ten format errors are amount to one capital error.

## **4. Sequence of the Essay**

### **4.1 General Remarks**

It is recommended to put into practice the essay's sections according to the advice hereinafter for the purpose of creating a coherent content.

### **4.2 Title Page**

Students have to use the title page according to sub-chapter 5.1 of this regulation.

### **4.3 Abstract**

Immediately after the title page an abstract is to be created. The abstract does not count to the number of words.

The size of the abstract is to be approximately 30 per cent of one page.

After the abstract – on the same page – five keywords referring to the most essential essay parts are to be mentioned.

The abstract and the keywords should not exceed 50 per cent of a page.

### **4.4 Table of Contents**

Immediately after the abstract a table of contents is to be created which includes all headings of all chapters. On the first page of the table of contents the essay page numbering (Page 1 of XX) has to begin.

The table of contents does not count as a text page.

The layout of the table of contents according to this regulation is to be used (1<sup>st</sup> level [main chapter] bold, font size 12, line-spacing 1.5, tabulator 1 cm) – see page 1 of this regulation.

## 4.5 Text Pages

The text-sequence according to sub-chapter 4.5.2 is to be used.

### 4.5.1 Recommendation

Students are to use the text sequence described in sub-chapter 4.5.2. In doing, so all pre-conditions for establishing the essay are fulfilled.

### 4.5.2 Text-Sequence and Text-Modules

| Amount of pages <sup>6</sup> | Number of the chapter | Name of the page or chapter or text-module <sup>7</sup> |              |
|------------------------------|-----------------------|---|--------------|
| 1 page                       | -                     | Title Page  |              |
| 0.5 page                     | -                     | Abstract and Keywords                                   |              |
| -                            | 1                     | Table of Contents                                       |              |
| 0.5 page                     |                       | Introduction  | Text-modules |
| 2-3 pages                    |                       | Elaboration on the Topic                                |              |
| 0.5 page                     |                       | Conclusions   |              |
| -                            |                       | Annexes   |              |
| 1 Page                       |                       | Affidavit   |              |

**Table 4:** Text-sequence and text-modules of an essay.<sup>8</sup>

6 Author's note: This recommendation includes the minimum number of pages for the essay counting just the text. If pictures, graphs or tables are included – which would increase the essay's quality – the amount of pages will increase.

7 Author's note: The content of each text module is described in the Annex in sub-chapter 5.2.

8 Table created by the author.

## 4.6 Annexes

The table below describes the type and the sequence of the annexes. Not each part is to be mentioned (e.g.: if not any picture or graph is used within the entire essay, then there is no need to add a list of figures).

Annexes do not count to the text pages.

| Sequence or sub-chapter | Type of the annex     | Remarks  |
|-------------------------|-----------------------|--|
| 10.1                    | List of Abbreviations | To be listed in alphabetical order.  |
| 10.2                    | List of Figures       | The figure's number, the figure's description and the page-number is to be listed.   |
| 10.3                    | List of Tables        | The table's number, the table's description and the page-number is to be listed.   |
| 10.4                    | List of Literature    | If a lot of different documents are used, the list of literature is to be subdivided (e.g.: Books, magazines, dissertations, web-pages, etc.). Within these sub-chapters all documents are to be listed in alphabetical order. |

**Table 5:** Sequence of the annex within the essay.<sup>9</sup>

## 4.7 Affidavit

On the last page of the essay an affidavit is to be added and signed personally by the essay author.

The wording of the affidavit is presented in sub-chapter 5.3 of this regulation.

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<sup>9</sup> Table created by the author.

## 5. Annexes

### 5.1 Title Page

The original format is on the next page.

Remark: The title page on the next page has, contrary to all other pages of this regulation, neither a header nor a footer to avoid any misunderstanding how to format it.

The font size and the line spacing are described below.

The diagram shows a title page template with the following text elements and annotations:

- Full-title-of-the-Essay**: Annotated with "font size 14 pt-bold".
- Essay**: Annotated with "font size 14 pt-normal".
- Forename-Family-name**: Annotated with "font size 14 pt-bold".

The template text is as follows:

Full-title-of-the-Essay

Essay

created for the

European Union Military Secondary Schools Forum's (EUMSSF's)

Writing Competition

Author

Forename-Family-name

Age: XY years

E-mail: XY

Student of the (add the name of your school)

(add your country)

Postal Address:

(add the postal address of your school)

(add your city), Month 20XY

Abchnittswechsel (Nächste Seite)

- Unless not stated otherwise in the figure above, all font sizes are 12 pt-normal.
- Line spacing is 1.5 – paragraph (section) is 0 pt.
- All the text is to be arranged centrally.

**Full title of the Essay**

Essay

created for the

European Union Military Secondary Schools Forum's (EUMSSF's)

Writing Competition

Author:

**Forename Family name**

Age: XY years

E-mail: XY

Student of the (add the name of your school)

(add your country)

Postal Address:

(add the postal address of your school)

(add your city), Month 20XY

## 5.2 Contents of Text Modules

The table below describes the respective content of each chapter.

| Name of the chapter      | Contents  |
|--------------------------|---|
| Introduction             | Should describe the essay concept – which problem should be solved? How would the author like to solve the problem?   |
| Elaboration on the Topic | Describes what the author has done to elaborate the topic. Describes the details of the author's research. This chapter lists in a logical order the results. |
| Conclusions              | This chapter leaves room for personal opinions of the author and concludes the essay. Pros and cons are mentioned.  |

**Table 6:** Description of the text modules content of the essay.<sup>10</sup>

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<sup>10</sup> Table created by the author.



### 5.3 Affidavit

The affidavit below is to be copied verbally onto the last page of the essay and the chapter number is to be added – e.g.: **6. Affidavit.**

This affidavit is to be signed by the author's own hand on all essay copies submitted to officials.

The sending institution is responsible that a scanned version with the signature is provided to the ESDC before the evaluation phase.

### **Affidavit**

I declare that I have written the present essay independently and on my own. I have clearly marked any ideas borrowed from other sources as not my own and documented their sources. The essay does not contain any work that I have handed in or have had graded as a previous scientific paper earlier on.

I am aware that any failure to do so constitutes plagiarism. Plagiarism is the presentation of another person's thoughts or words as if they were my own – even if I summarise, paraphrase, condense, cut, rearrange, or otherwise alter them.

I am aware of the consequences and sanctions plagiarism entails. Among others, consequences may include nullification of the essay and exclusion from participation in the EUMSSF writing competition. These consequences also apply retrospectively, i.e. if plagiarism is discovered after the essay has been accepted and graded. I am fully aware of the scope of these consequences.

*Signature*

.....

(Forename Family name)

Location, Country in Month 20XY

## 5.4 Evaluation Papers<sup>11</sup>

**Evaluation – Page 1**

### Student:

|               |                            |
|---------------|----------------------------|
|               |                            |
| NAME Forename | Student's home institution |

### Topic of the Essay:

|                         |
|-------------------------|
|                         |
| Full title of the essay |

### Evaluator's Data:

|  |                            |
|--|----------------------------|
|  |                            |
| Rank, Academic degree(s), NAME, Forename, Academic degree(s) | Evaluator home institution |

### Points achieved according to the evaluation – page 2:

| Achievable points | Points achieved |
|-------------------|-----------------|
| 100               |                 |

---

<sup>11</sup> Author's note: Evaluators are requested to fill in the blue fields.

## Evaluation – Page 2

| No.  | Description  | Achievable points in detail | Achievable points | Points achieved |
|--|--|-----------------------------|-------------------|-----------------|
| 01   | <b>Introduction to the topic:</b>  |                             | 10                |                 |
|  | Description of the problem/concept.  | 4                           |                   |                 |
|  | How the author will solve the problem in the next chapter?   | 4                           |                   |                 |
|  | Amount: 0.5 page   | 2                           |                   |                 |
| 02   | <b>Elaboration on the topic:</b>   |                             | 45                |                 |
|  | Logical sequence of the arguments.   | 8                           |                   |                 |
|  | Clarity/robustness of the arguments.   | 15                          |                   |                 |
|  | Originality.   | 15                          |                   |                 |
|  | Amount: 2-3 pages.   | 2                           |                   |                 |
| Arguments are supported by graphs, pictures, tables ( <b>not counted to text-pages</b> ).  | 5  |                             |                   |                 |
| 03   | <b>Conclusions:</b>  |                             | 15                |                 |
|  | Personal opinions are mentioned.   | 8                           |                   |                 |
|  | Pros and cons are mentioned (short personal discussion of the topic).  | 5                           |                   |                 |
|  | Amount: 0.5 page.  | 2                           |                   |                 |
| 04   | <b>Formal &amp; grammar aspects</b>  |                             | 30                |                 |
|  | The <b>cover-page</b> corresponds to the regulation.   | 2                           |                   |                 |
|  | <b>Abstract and Keywords:</b> The essential parts of the essay are included into the abstract and 5 keywords are mentioned.  | 2                           |                   |                 |
|  | <b>Table of Contents:</b> Names and echelons correspond to the regulation. Within the chapters the sub-chapters are chosen in a correct and logical way.   | 2                           |                   |                 |
|  | <b>Annexes:</b> All the necessary annexes are included according to the regulation.  | 2                           |                   |                 |
|  | <b>Affidavit:</b> It is included according to the regulation.  | 2                           |                   |                 |
|  | <b>The total amount of words</b> (pure text just of the 3 main chapters) is between 750 and 1,000 words. Per 100 words divergence – 2 points less. Minus-points are possible.                          | 2                           |                   |                 |
|  | <b>Quotations</b> are made according to the regulation. The author ensures that not any part of the entire essay can be considered as plagiarism (1 wrong or not made quotation creates 1 point less). | 4                           |                   |                 |
|  | <b>The format</b> (margins, footnotes, font sizes, line spacing, commas, etc.) is according to the regulation (10 “small” mistakes create 1 fatal error which equals 1 point less).                    | 4                           |                   |                 |
| <b>Spellings and grammar</b> are corresponding to British English. 1 wrong spelling creates 1 fatal error which equals 1 point less. Negative points are possible. | 10   |                             |                   |                 |
| 05   | <b>Total → please fill in also on page 1.</b>  |                             | <b>100</b>        |                 |