

IMESS DISSERTATION

Note: Please email the completed mark sheet to Year 2 coordinator
(cc Ilias Chondrogiannis i.chondrogiannis@ucl.ac.uk and ssees-intma@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:	Muchen You
Dissertation title:	Empirical Research on the Factors Influencing Industrial Structure Upgrading of Central and Eastern European Count

	70+	69-65	64-61	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>		x				
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>		x				
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 arguments limitation or alternative views; Ability to use other evidence to support arguments and structure appropriately.</i>		x				
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>				x		
Methodology <i>Understanding of techniques applicable to the chosen field of research, showing an ability to engage in sustained independent research.</i>		x				

ECTS Mark:	c	UCL Mark:	64	Marker:	Karel Svoboda
<i>Deducted for late submission:</i>				Signed:	
<i>Deducted for inadequate referencing:</i>				Date:	

MARKING GUIDELINES

A (UCL mark 70+): 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/C (UCL mark 60-69):

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/E (UCL mark 50-59):

D/E (UCL mark 50-59):

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):

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.

CONTINUES OVERLEAF

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

My biggest remark goes to overdependence on the Chinese example. Although the author is right that most studies deal with China as an emerging power, still literature dealing with other countries needs to be reflected. There is also a question of transferability of Chinese experience, which is mentioned but not elaborated in-depth.

The thesis is written in an extensive style, with some information superfluous. Some editing by a native speaker would help to smoothen the text. For instance, the author constantly uses the word 'focusses', there is a missing word on page 15: Under this socialist regime, the CEE economies featured centrally planned economies, with the state controlling the key industries and resources with **minimal enterprise** since private ownership was ideologically condemned and made illegal (Dabrowski, 2023).

The author develops a model that covers such fields as innovation, demography, or human capital. This is logical, however, sometimes the link between different parts of the thesis is missing. For instance, the author speaks about digitalization as one of the crucial aspects of Industrial Structure Upgrading, but the literature review does not contain a part specifically devoted to digitalization.

The part on population and aging is based on one source, Shen et al. 2022, which deals with the Chinese case. However, extensive research on the economic effects of the aging population exists. The problem is not exclusive to China, which should also be addressed.

The subchapter "historical background" is placed in the "Literature review" chapter, which makes no sense. I would suggest leaving it for a) a special chapter b) reducing it to one paragraph of the introduction. Both possibilities are acceptable for me.

In the data section, descriptions like "respectable sources including Worldbank" should not occur. The author should consistently determine the sources of data. Hypothesis 5, "A higher human capital hinders ISU of CEE countries," does not correspond with what is said before (pp 31-32), same with no 6.

There are also some minor mistakes in the text: The point about "Baltic states" should in fact be "Balkan states" (36,)

I would not agree with the statement about the isolation of socialist camp from external markets (O. Sibony-Sanchez and his research). Although this is a minor remark, the socialist economies maintained and even broadened their ties with the West/third world.

The thesis is generally written appropriately, with understandable questions and hypotheses building leading to a conclusion. Nevertheless, some hypotheses do not correspond with what is said before.

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

1. How would you evaluate the de-globalization trends in today's world with the reindustrialization of developed economies?
2. Your conclusion about the insignificant impact of education on ISU goes in contradiction with other studies. Did you consider the time lag, where today's investments in education may bring some effects only in a relatively distant future?