**CSG1132: Assessment 1b- Literature Review**

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| **Student Name:** | Martin Ponce (no. 10371381) |

**Due (midnight) 19 September, 2014**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **LOW** | |  |  |  |  | **HIGH** | | |  |
| **Nature and role of the lit review**  Demonstrated understanding of the **components** of a well constructed lit review |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  | 9 | 10 |
| Demonstrated understanding of the **purposes** of a well constructed review |  |  |  |  |  |  |  |  | 9 | 10 |
|  | | | | | | | | | | |
| **Identification of sources**  Relevant, sufficient sources? |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  | 8 | 10 |
| Quality sources (e.g. peer reviewed)? |  |  |  |  |  |  |  |  | 8 | 10 |
| Provide a foundation for critical analysis? |  |  |  |  |  |  |  |  | 8 | 10 |
| Provide a foundation for thematic development re: selected topic area? |  |  |  |  |  |  |  |  | 9 | 10 |
|  | | | | | | | | | | |
| **The review**  Analysis of the sources |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  | 8 | 10 |
| Critical review |  |  |  |  |  |  |  |  | 8 | 10 |
| Development of theme/topic area |  |  |  |  |  |  |  |  | 8 | 10 |
| Structure, organisation, logic and sequencing |  |  |  |  |  |  |  |  | 8 | 10 |
|  | | | | | | | | | | |
|  | | | | | | | | | | |
| **Presentation and academic writing**  Written expression (including word choice, form,  omission/redundancy, verb tense/agreement,  spelling, and apostrophes) |  |  |  |  |  |  |  |  |  |  |
| LP |  | DP |  | MP |  | HP |  | 8 | 10 |
| Sentence structure (including sentence  completeness and length, phrase order, word  order, and punctuation) | LP |  | DP |  | MP |  | HP |  | 8 | 10 |
| Referencing |  |  |  |  |  |  |  |  | 7 | 10 |

**Total 130/13 = 10 marks**

**Comments:**

Hi Marty

Maintained the standard establishes with 1a. Well constructed review which points to gaps and controversies in the literature and is critical. Demonstrated knowledge of the nature and purposes of a literature review is well established with the review ending with Tifferet and Vilnai-Yavetz’s (2014) assertion of gender of inconsistency in the literature. Based on a good selection of the peer reviewed literature. Referencing is fine, but the in-text formatting as hyperlinks, is unnecessary and distracting.

Well done.

**Grade 8/HD**

|  |  |
| --- | --- |
| HD | =8-10 |
| D | =7 |
| CR | =6 |
| C | =5 |
| N | <5 |

**English Language Proficiency (ELP)**

ECU is implementing a raft of procedures and supports to assist all students to develop and demonstrate appropriate standards of English language proficiency. As part of the process, ECU is seeking to ensure that each student receives feedback on ELP on all written assessments showing performance against ECU ELP standards.

The ECU ELP Measure shows your written ELP against the ECU standards. The ECU minimum standard for written ELP which all students should demonstrate by graduation is *moderate proficiency* (at least) in both the areas of Sentence Structure and Word Use. Undergraduate students in their second year are expected to be able demonstrate moderate proficiency in at least one of these areas.

The feedback you will receive will indicate your demonstrated level of written ELP in any assessment. You will also receive information describing the various supports and resources you can access should you need to further develop your ELP.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Low proficiency** | **Developing proficiency** | **Moderate Proficiency** | **High Proficiency** |
| **Sentence Structure** |  |  | **X** |  |
| **Word Use** |  |  | **X** |  |

**ECU Standard for English Language Proficiency on graduation**