School of Environment and Life Sciences Urban Form and Quality of Life Summative Assessment 1: Critical Literature Review (2000 words) Worth 50% of module

Assignment-specific assessment criteria

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	90-100	80-89	70-79	60-69	50-59	40-49	30-39	20-29	10-19	0-9
	Outstanding	Excellent	Very good	Good	Fair	Adequate	Unsatisfactory	Poor	Very poor	Extremely poor
1. Introducing	The introduction	The introduction	The	The	The topic	The student	The topic is not	The topic is	A very poor	Limited work
the topic (10%)	to the topic is	to the topic is	introduction to	introduction to	established in	found it difficult	established in	not	introduction.	effort. Students
(demonstrates	outstanding and	excellent and is	the topic is very	the topic is	the broader	to establish the	the broader	established	No attempt to	may state
how well	is well	well established	good and is well	good and is	context of the	topic in the	context of the	in the	establish the	vague ideas but
you've	established in the	in the broader	established in	established in	academic	broader context	academic	context of	relevance and	makes no real
understood the	broader context	context of the	the broader	the broader	literature but	of the academic	literature.	any	importance of	attempt to
relevance of	of the academic	academic	context of the	context of the	lacks focus.	literature. Poor	Unsatisfactory	academic	the topic. No	establish the
the topic and	literature.	literature.	academic	academic	Some	discussion of	discussion as to	literature.	discussion of	direction of the
how well you		Excellent	literature.	literature.	groundwork is	the direction of	the direction of	No	the direction of	report.
discuss the	Outstanding	groundwork is	Very good	Good	laid as to the	the review	the review	discussion as	the report.	
structure of the	statement as to	laid as to the	groundwork is	groundwork is	direction of the			to the		
report)	the purpose and	direction of the	laid as to the	laid as to the	review			direction of		
	direction of the	review	direction of the	direction of the				the article		
	review.		review	review						
2.	Outstanding	Excellent survey	Very good	Good survey of	Incomplete in	Just about	Incomplete in	Incomplete	A very poor	Limited work
Completeness	survey of	of literature;	survey of	literature ;	some respects;	adequate;	most respects;	in all	survey. No	effort. Students
of survey (20%)	literature;	student has made	literature ;	review of the	student has not	student has not	few reputable	respects; no	attempt to	may state
(demonstrates	student has gone	an extremely	review of the	literature	done a	found many	sources are	reputable	engage with	vague ideas but
how much	beyond	thorough review	literature	covers most	thorough job of	important	included; fewer	sources are	academic or	does not
literature	expectation in	of the literature;	covers all	important	finding sources	sources and has	than 5 journal	included;	policy	engage with
you've looked	reviewing the	12+ references	important	sources; 10+	or has included	included	articles or	fewer than	literature.	academic or
at)	literature; 14+	journal articles or	sources; 12+	journal articles	questionable	questionable	fewer than 2	5 journal		policy literature
	journal articles or	6+ policy	journal articles	or 4+ policy	sources; 8+	sources; fewer	policy	articles or		or other
	7+ policy	documents	or 5+ policy	documents	journal articles	than 8 journal	documents	fewer than 2		sources.
	documents	reviewed , no	documents	reviewed	or 4+ policy	articles or	reviewed	policy		
	reviewed	questionable	reviewed		documents	fewer than 4		documents		
		sources			reviewed	policy		reviewed		
						documents				
						reviewed				
3. Synthesis of	Presents an	Presents an	Presents a very	Presents a	Presents a	Presents very	Fails to present	Fails to	A very poor	Limited work
sources (20%)	outstanding,	excellent,	good and	reasonable	superficial	superficial	any synthesis of	present any	synthesis of	effort. Students
(demonstrates	insightful and	insightful and	effective	synthesis of the	synthesis of the	synthesis of the	the literature	synthesis of	literature. No	may state

your ability to	sophisticated	thorough	synthesis of the	literature cited.	literature cited.	literature cited.	cited. No real	the	identification of	vague ideas but	See
summarise the	synthesis of the	synthesis of the	literature cited.	Some key	Limited ability	Student found	attempt to	literature	key points or	does not	next
key points and	literature cited. A	literature cited.	Some key	themes are	to identify key	it difficult to	identify	cited. No key	themes.	identify themes	page
identify themes	number of key	Key themes are	themes are	identified.	themes.	identify	themes.	themes		or key points.	for
in a set of	themes are	identified and	identified and			themes.		identified.			
articles)	identified and	discussed.	discussed.								
	discussed.										

continuation of assessment criteria

4. Critique of	Demonstrates	Demonstrates	Demonstrates	Demonstrates	Demonstrates	Demonstrates	Demonstrates	Demonstrates	A very poor	Limited work
sources (30%)	an outstanding,	a sophisticated	an	a reasonable	a fair but	a less-than-	an inadequate	a poor	critique of	effort.
(demonstrates your	insightful and	critique of the	accomplished	critique of the	incomplete	acceptable	understanding	understanding	literature; fails	Students may
ability to be critical	sophisticated	sources	critique of the	sources	critique of the	critique of the	of the critical	of the critical	to critique	state vague
of journal articles, to	critique of the	reviewed;	sources	reviewed;	sources	sources	aspect of a	aspect of a	sources; fails to	ideas but does
make comparisons	sources	shows an	reviewed;	shows a	reviewed; does	reviewed; does	literature	literature	discuss themes	not discuss
and discuss themes)	reviewed;	extremely	shows a very	reasonable	not analyse the	not analyse the	review; fails to	review; fails to	4.55455 4.1611165	themes or key
and discuss themes,	shows an	thorough	good	understanding	sources	sources	critique	critique		points.
	extremely	understanding	understanding	of the breadth	effectively or	effectively or	sources; fails to	sources; fails to		ponits.
	thorough	of the breadth	of the breadth	of the subject;	uses the	uses the	discuss themes	discuss themes		
	understanding	of the subject;	of the subject;	the relevance	critiques of	critiques of	discuss tricines	discuss tricines		
	of the breadth	is extremely	is clear in	of some	others; Limited	others;				
	of the subject;	accurate in	discussing the	themes are	ability to	Student found				
	presents and	discussing the	relevance of	discussed in	discuss key	it difficult to				
	outstanding	relevance of	the themes	detail	themes.	discuss themes				
	discussion of	the themes	identified	detail	tileffies.	uiscuss tilellies				
	the relevance	identified	identified							
	of the themes	identified								
	identified									
5. Writing style	Outstanding	Excellent	Very good	Good writing,	Writing is clear	Writing style is	Unsatisfactory	Writing is poor.	Writing is very	Limited work
(10%)	writing,	writing,	writing, very	clear and	but basic. Few	vague or	writing. Very	Impossible to	poor.	effort. Writing
` ,	extremely lucid	J.	clear and	effective. Good	or irrelevant	unfocused	difficult to	follow what	'	extremely
(demonstrates your		extremely clear							Impossible to	•
ability to write	and effective.	and effective.	effective. Very	use of	headings,	making it is	follow what	writer is saying.	follow what	poor.
clearly and concisely,	Excellent use	Excellent use	good use of	headings,	reasonable	hard to know	writer is saying.		writer is saying.	
to use correct	of headings,	of headings,	headings,	grammar and	grammar and	what the	No headings,			
grammar,	grammar and	grammar and	grammar and	punctuation.	punctuation.	writer is trying	appalling			
punctuation etc)	punctuation.	punctuation.	punctuation.			to express.	grammar and			
						Lack of	punctuation.			
						headings, with				
						some errors of				
						grammar and				
						punctuation.				
6.	Uses Harvard	Uses Harvard	Uses Harvard	Uses Harvard	Reflects	Reflects	Does not use	Does not use	Does not use	Limited work
Citations/References:	Style	Style	Style with very	Style with	incomplete	incomplete	Harvard Style	Harvard Style;	citations or	effort.
(10%)	accurately and	accurately and	few minor	some minor	knowledge of	knowledge of		No real	produce a	Inappropriate
(demonstrates your	consistently,	consistently,	violations, in-	violations, in-	Harvard Style;	Harvard Style;		attempt to	reference list.	sources if any
ability to use Harvard	in-text and in	in-text and in	text and in	text and in	some	some major		reference the		are evident.
Style and to cite in-	reference list	reference list	reference list	reference list	inconsistencies,	errors or		work.		
text and produce a					errors or	violations.				
reference list					omissions.					