

**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**

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

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

continuation of assessment criteria

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