

LEVEL 6 ASSESSMENT SPECIFICATION

Student name:	James Craddock-Jones	Student ID number:	256515
Programme:	BSc Software Engineering		
Module:	Socket Programming and Concurrency		
Module code:	ACCA6028	Contribution to Overall Module Assessment (%):	100%
Lecturer:	Andrew Green	Internal Verifier:	John Williams
Assignment Title:	Socket programming report and implementation.	Word count (or equivalent):	3000 1000 + implementation
Submission deadline:	20/5/2022	Return date of provisional marks & written feedback:	10/6/2022
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

**Module Learning Outcomes
(from module syllabus)**

- Critically appraise the major concepts, principles and practice to design web services.
- Demonstrate a comprehensive knowledge and understanding of complex client/server concepts, principles and tools to build, test, debug and critically evaluate software components in scalable, distributed applications.

TASK DESCRIPTION

Task 1 – report (50%)

You are to write a research-driven essay of 3000 words which explores the following topics:

- How the Transmission Control Protocol operates and endeavours to guarantee delivery of data. Refer to the three-way handshake and so-called “Two Generals’ Problem”.
- The impact of the maximum transmission unit (MTU) size on the transfer of data. You should consider associated factors such as the size of the protocol data unit (PDU), their relative positions in the OSI model and the practicalities of IP fragmentation.
- Synchronicity and asynchronicity in network protocols. Consider the sorts of applications you might use with each. Consider I/O dispatch models.
- The meaning of interoperability for networked applications and how it is best achieved.

Consider how these are relevant to us as programmers and how they may impact on our design decisions for development of networked applications.

Task 2 – implementation (50%)

You are to develop a networked application using sockets, to build a networked application of your choosing. You may pick the application you wish to implement, however should be careful that:

- 1) It is of an appropriate scope. You may wish to discuss your planned implementation with your module lecturer before you start.
- 2) You are not relying too heavily on resources you yourself did not create. It is acceptable to use external sources (including those developed in class) with attribution, however you will gain very few marks for doing so and must show significant independent development.

This task is intentionally open-ended – you may make the specific decisions about the application you wish to build, how it is to be implemented, the precise features you will include and what external protocols it might support.

Finally, you should include a written report of 1000 words which explains the features and design decisions of your application, including how it adheres to best practice.

Below are three example scenarios to give you an idea of the anticipated scale of the application. You may select one of these 3 if you'd like or can pick something entirely different.

Example 1: Chat Application

Construction of a chat application (e.g. [IRC](#)).

This should be an application which supports multiple simultaneous users and avoids I/O blocking through multithreading. You must successfully incorporate low-level data transport through sockets.

This should include some form of interface, but this may be a web frontend, console application, Windows form or similar. The precise features to be included are up to you, but as a starting point, it would be wise to consider how a user can:

- 1) Join the server.
- 2) Send a message.
- 3) Leave the server.

There is significant scope for extended functionality, such as setting a nickname, viewing users connected to the server, including images or emojis (though this will be interesting if your frontend is a console application), sending private messages, etc.

Example 2: Web Server

Construction of a web server, e.g. [Apache](#) or [Nginx](#).

To construct a web server, you will need to investigate an existing protocol – http. You will need to consider how you can respond to the requests a http client (i.e. a web browser) might make. This should include the ability to transfer a html file as part of the body of a http response.

This server should be multithreaded and support an appropriate i/o dispatch model to allow the multiple simultaneous connections.

Much of the challenge with this sort of application is that you are heavily constrained by the existing protocols. Be careful to analyse them carefully in creating your implementation.

Example 3: Multiplayer Game

Construction of a networked multiplayer game, implementing the frontend game of your choosing. This might be something turn-based (likely easier) or something real-time (likely harder).

Through the interoperability principles we've discussed during this module, you may create a socket server which uses a frontend that isn't necessarily using the same environment. This might be console-driven, web-based, or uses a game engine (e.g. Unity).

Build a game which has more than one player, be it a text-based adventure game, a digital form of a boardgame, a real-time strategy game or an action game. You should carefully consider the right communication protocol for such a game (e.g. TCP vs UDP) and how you structure the data which is sent and received.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five generic assessment criteria overleaf.

1. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set; you should make use of scholarly reviews and primary sources, where appropriate (for example, refereed research articles and/or original materials appropriate to the discipline). You should provide evidence that you have accessed a wide *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment:

Task 1: Breadth of evidence of suitable and authoritative reading beyond that specified in the unit materials. Correct use of Vancouver referencing.

2. Knowledge and Understanding Skills

At level 6, you should be able to demonstrate coherent and detailed knowledge and a systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline. You should be aware of the uncertainty, ambiguity and limits of knowledge. Your work must demonstrate the growing extent of your knowledge and systematic understanding of concepts and underlying principles associated with the subject area. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding; ideally each should be complete and detailed, with comprehensive coverage.

Guidance specific to this assessment:

Task 1 and 2: Evidence of understanding of key concepts and technologies involved in this area. Evidence to be demonstrated through a comprehensive report and a suitable development project.

3. Cognitive and Intellectual Skills

You should be able to: critically evaluate evidence, arguments, assumptions, abstract concepts and data some of which are at the forefront of a discipline (and that may be incomplete) to devise and sustain arguments, to make judgements and/or solve problems; describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline. Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? At all times, you must provide justification for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts. Sound, valid conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment:

Task 1: Evidence of your ability to evaluate sources of information and form your own well-reasoned responses.

Task 2: Evidence of your ability to develop the concepts covered into a wholly or partly original development project.

4. Practical Skills

At level 6, you should be able to apply the methods and techniques that you have learned to review, consolidate, extend and apply your knowledge and understanding, and to initiate and carry out projects. You will deploy accurately established techniques of analysis and enquiry relevant to the discipline, and apply them in complex and unpredictable contexts, to devise and sustain arguments and/or to solve problems. You should be able to frame appropriate questions to achieve a solution - or identify a range of solutions. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context or circumstances, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be innovative and creative. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

Guidance specific to this assessment:

Task 2: Evidence of your ability to utilise the concepts, techniques and methods covered along with any skills already developed to create a suitably original and functional development project.

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for graduate-level employment requiring the exercise of initiative and personal responsibility and decision-making in complex and unpredictable circumstances. This includes demonstrating: the learning ability for professional development to advance existing skills and acquire new competences of a professional nature that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment:

Task 1: Evidence of your ability to produce a well-formed and well-presented report which progresses logically and draws appropriate conclusions.

Task 2: A well-presented development project with use of consistent naming conventions, coding style, indentation and fully commented source code.

STUDENT FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Task 1:

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills		
There are a range of sources cited. These are of a magazine-type “what is” articles. There are no books, journals (electronic or otherwise) or academic papers cited. The sources are somewhat credible but are not of the highest authority by any means. References have been used but are not fully formatted under the Vancouver system. They are consistent.	20	12
2. Knowledge and Understanding Skills		
There is a good demonstration of understanding across most of the sections presented for task 1. Discussions of handshaking, MTU/PDU, packets and fragmentation demonstrate a good level of understanding. Other areas either a little too brief or do not address the task set entirely. Overall, this is reasonably extensive, coherent and detailed.	30	19.5
3. Cognitive and Intellectual Skills		
The report confidently covers many of the areas demonstrating that you understand the significance of the subject matter to the overarching subject of socket programming. Towards the end of the report, you begin to lose sight of precisely what you are being asked to discuss and whilst the information presented is correct and demonstrates detailed, relevant knowledge, it is not entirely a response to what is being asked.	30	19.2
4. Practical Application Skills		
Not required.	0	0
5. Transferable Skills for Life and Professional Practice		
A well-ordered and clearly written report. The topics are presented in an accessible manner and a neutral tone. The report makes use of references, but these are not presented in an entirely correct use of the Vancouver system although they are consistent and do clearly demonstrate which source has been used.	20	12.4

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)

Late Submission Penalties (tick if appropriate)

Up to 1 week late (40% Max)

Over 1 week late (0%)

63%

Task 2:

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills		
Not required.	0	0
2. Knowledge and Understanding Skills		
The application and the video both demonstrate an extensive knowledge of application development and the ability to incorporate aspects of network programming into this. The accompanying report is demonstrative as it concentrates on the design of the game elements rather than of the network transactions used by the game. You have demonstrated a good awareness of the limitations of your design as it stands.	10	7
3. Cognitive and Intellectual Skills		
You have demonstrated good critical analysis in an insightful discussion of the limitations of your current implementation and how these shortcomings may be improved. I would have like to see your approach to the messaging scheme used described more fully than you do in the client. The report is far less insightful than the video or the code itself.	10	7
4. Practical Application Skills		
This is an excellent build. You developed something using a purpose and model which is very different from any of the examples given during the course of the unit. You have implemented both TCP and UDP connections suitably and are fully aware of the issues with the current implementation as it stands. The video is a little quiet but otherwise is very impressive indeed. The project demonstrates an advanced application of the technologies involved in network communication in something beginning to approach a professional level of detail.	70	58.8
5. Transferable Skills for Life and Professional Practice		
An impressive development effort which is demonstrated and described well in the video, less well in the report. The report loses sight of the purpose of this project which is to demonstrate a good application of network programming. The report includes a good deal of reasonably irrelevant information. The use of references is consistent but not formatted correctly under the Vancouver system.	10	5.7
Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)		79%
Late Submission Penalties (tick if appropriate)		
Up to 1 week late (40% Max)		
Over 1 week late (0%)		

GENERIC ASSESSMENT CRITERIA

Level 6

In accordance with the Framework for Higher Education Qualifications, at the end of Level 6 students should have coherent and detailed knowledge and a systematic understanding of their subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline. They will be able to accurately deploy established techniques of analysis and enquiry within a discipline, using their conceptual understanding to devise and sustain arguments and/or to solve problems. They should be aware of the uncertainty, ambiguity and limits of knowledge. They should be able to critically evaluate evidence, arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions. They will apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects. They will have the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline). They will demonstrate the qualities and transferable skills necessary for employment requiring: the exercise of initiative and personal responsibility; decision-making in complex and unpredictable contexts; the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of research-informed literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature, informed by the latest research. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature, informed by the latest research. High-level referencing skills consistently and professionally applied.
Knowledge and understanding (Coherent and detailed)	Major gaps in knowledge and systematic understanding of the subject	Gaps in knowledge, with only superficial systematic understanding.	Limited knowledge and systematic understanding of the relevant	Knowledge is reasonably detailed, accurate with a good systematic	Knowledge is reasonably extensive coherent and detailed.	Excellent coherent and detailed knowledge and systematic	Exceptionally coherent and detailed knowledge and systematic

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
knowledge and systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline.)	matter. Substantial inaccuracies. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	Some significant inaccuracies and/or irrelevant material. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	concepts and principles within the subject area which to some limited extent, is informed by current research and scholarship.	understanding of the field of study and to some extent, current research and scholarship.	Exhibits very good understanding of the breadth and depth of established views, and the work is, at least in part, well-informed by current research and scholarship.	understanding of the principles and theories of current research and scholarship. Clear awareness of challenges to established views and the limitations of the knowledge base.	understanding of the principles and theories of the subject, well-informed by current research and scholarship. A critical, sophisticated and nuanced awareness of the ambiguities and limitations of knowledge.
Cognitive and intellectual skills (Conceptual and critical thinking, analysis, synthesis and evaluation of research, assumptions, abstract concepts and data (that may be incomplete); logic, argument and judgement.)	Wholly or almost wholly descriptive work. Little or no analysis, synthesis or evaluation. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations, made without use of any credible evidence.	Largely descriptive work, with superficial use of critical evaluation. Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Limited attempt at critical thinking, analysis, synthesis and evaluation, tending towards description. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation. Asserts rather than argues a case.	Some critical thinking, analysis, synthesis and evaluation. Can analyse new and/or abstract concepts and data without guidance. An emerging awareness of different stances and ability to use evidence (that may be incomplete) to support the argument. Mostly valid arguments and logical judgements. Some tendency to assert/state opinion rather than argue on	Sound critical thinking, analysis, synthesis and evaluation demonstrating critical thinking. Ability to devise and sustain persuasive arguments, and to review the reliability, validity and significance of evidence (that may be incomplete) to make mostly appropriate and valid judgements.	Excellent critical thinking, analysis, synthesis and evaluation. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated judgements. Some evidence of independent thought and ability to 'see beyond the question', suggesting a grasp of the broader field and wider concepts.	Exceptional critical thinking, analysis, synthesis and evaluation based on judiciously selected evidence. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated, nuanced, judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting an outstanding

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
				the basis of reason and evidence.			grasp of the broader field and wider concepts.
Practical skills (Apply/deploy accurately established tools and techniques; initiate and carry out projects; formulate solutions to solve problems in complex and unpredictable contexts.)	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills in complex and unpredictable contexts.	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills in complex and unpredictable contexts.	An adequate awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two. Can identify problems and propose basic solutions in complex and unpredictable contexts without fully appreciating the complexity.	A good and appropriate application of standard methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose mostly appropriate solutions in complex and unpredictable contexts.	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Can identify problems and propose appropriate solutions in complex and unpredictable contexts. Evidence of some innovation and creativity.	An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Application and deployment extend beyond established conventions. Can identify complex problems and propose excellent solutions. Innovation and creativity evident.	Exceptional levels of application and deployment skills in unpredictable, practical contexts, drawing skilfully on the latest research within the discipline. Can identify complex problems and propose sophisticated solutions. Assimilation and development of cutting edge processes and techniques.
Transferable skills for life and professional practice (Exercise of initiative and	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a	Can communicate in a suitable medium but with some room for improvement.	Can communicate effectively in a suitable format, but may have minor errors.	Can communicate well, confidently and consistently in a suitable format.	Can communicate professionally confidently and consistently in a suitable format.	Can communicate with an exceptionally high level of professionalism.

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
personal responsibility; professional development; initiate and complete tasks and procedures: individually and/or collaboratively; use appropriate media to communicate effectively; fluency of expression; clarity and effectiveness in presentation and organisation.)	and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Little or no evidence of autonomy (or collaboration, where relevant) in the completion of tasks. Little or no evidence of the skills required in graduate employment.	disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Weak independent initiative (or collaboration, if relevant). Limited evidence of the skills required in graduate employment.	Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a team, but with limited involvement in group activities. Demonstrates the basic skills required in graduate employment, with some areas of minor weakness.	Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills required in graduate employment, with some areas of strength and some of minor weakness.	Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with very good contribution to group activities. Demonstrates very good graduate employment skills, with just occasional minor weakness.	Work is coherent, very fluent and is presented professionally. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Demonstrates excellent graduate employment skills and an appetite for further development.	Work is exceptionally coherent, very fluent and is presented professionally. Can work exceptionally well and professionally within a team, showing advanced leadership skills. Demonstrates exceptional graduate employment skills and an appetite for further development.