

LEVEL 5 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	ARCHITECTURE		
Module:	HISTORY AND THEORY 2		
Module code:	M5X01981	Contribution to Overall Module Assessment (%):	40%
Lecturer:	IAN STANDEN	Internal Verifier:	LARA HOPKINSON
Assignment Title:	ESSAY	Word count (or equivalent):	2500, + or – 10%
Submission deadline:	15 th March 2019	Return date of provisional marks & written feedback:	6 th May 2019
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)
Describe building style and history by appropriate analysis/ findings; recording features and information pertinent to architecture.
Identify different types and styles of building from different periods/ regions identifying cultural, historic and contextual significance.
Engage in an informed discussion of the factors that have influenced the design of the built environment in the last two centuries.

TASK DESCRIPTION

HISTORY AND THEORY 2 - ASSIGNMENT 1

Write a 2500 WORD ESSAY + OR – 10%.

Choose and discuss 1 of the following essay titles:

- 1) What do you think the inclusion of ornament actually signifies, in architectural terms?*
- 2) How important is ornament and embellishment for a bystander, to understand the language of a building?*
- 3) In what ways do you think that the detail of decoration contributes to the quality of British architectural design?*
- 4) What, or who, do you think architecture awards are for?*

Remember that I am available for help and discussion, email contact. In each case, your essay will be evaluated in terms of:

- argument
- richness and specificity of observations/ analysis
- coherency of writing

Notes:

Each essay will also be checked for plagiarism and by a plagiarism-searching software program.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF THE ESSAY

Written Work Guidelines

Essay Writing Standards:

Guidance for Learners

Presentation

Write out the full question.

Use headers or footers for pagination, your name and assignment number.

Incorporate a word count at the end of the assignment.

Do not include the bibliography in the word count.

Work should be presented as one complete document.

Fonts

Use an easy to read sans serif font such as Calibri, Arial or Verdana. The use of informal fonts such as Comic Sans is not recommended except in special circumstances. Some people with dyslexia find the use of comic sans helpful. Do not use more than 3 different fonts in the same piece of work.

Font size: 11 or 12 point is recommended for the body of text. Headings and titles can be a size or two larger.

Avoid the use of underlining except when really necessary.

Line Spacing: 1.15 to 1.5 for the body of text is easy to read.

Use spaces after paragraphs and headings.

Spelling

Correct spelling is required. The occasional error will not be penalised, but frequent errors and obvious lack of proof reading will result in referral of work for re-submission. Use spell check frequently when composing your essay.

Grammar and punctuation

Grammar is concerned with the correct structure of sentences. If sentences are ungrammatical the correct meaning can be obscured. Each sentence should contain just one idea. It should start with a capital letter and conclude with a full stop or question mark. Beware of using exclamation marks as they signify the emotion of the writer. Beware of too many question marks. The writer's aim is to answer the question, not to ask the questions.

It is important to incorporate the correct use of: capital letters, commas, full stops, colons, semi colons and apostrophes.

Structure

Most academic essays follow a structure that starts with an **introduction** followed by paragraphs forming the **body of the essay**, which elaborates on the introduction, and finishes with a **conclusion**. Not all assignments will fit exactly into this structure and you may find the use of headings and sub headings more appropriate on occasion.

Introduction

The introduction sets out the topic of the essay and summarises how the subject will be tackled. Key terms may be defined here. Quotations are not usually used in the introduction as this is author's response to the topic not the *view* of others.

Main body / Development

The main points of the essay and supporting evidence are developed in a series of paragraphs. It can be helpful to think of each paragraph as being a sub heading of the main title. Within each paragraph there should be one main idea which is often expressed in a *topic sentence*. Other sentences expand this idea by developing the argument or providing illustration. Words or phrases such as "however", "on the other hand" or "in conclusion" can carry the meaning forward from one paragraph to the next.

Conclusion

This is the summary of the discussion/ arguments so far and a clear statement of conclusion if required. New ideas are not introduced at this stage.

Quotations

Quotations are used to *convey* the *exact* idea of a particular author or to provide *evidence* for a point the writer of the essay is making. The over-use of quotations is to be avoided. A common mistake is that an essay just becomes a list of quotations without interpretation or evaluation of the quotations.

When using quotations the following rules should be followed:

- Quotation marks must be used with acknowledgement of where the quotation comes from in brackets [Author, date, page number].
- A longer quotation should be on a separate line, indented, single spaced and acknowledged as above.
- Quotations must be absolutely accurate; if a word is inserted it must be indicated by the use of square brackets - [] - and if a word is omitted, it must be indicated by the use of three dots (an ellipsis) - ...

References and bibliography

It is recommended that the **Harvard System of Referencing** is followed as per the UWTSD guidance.

<https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/library-and-learning-resources/infoskills/harvard-eng.PDF>

The bibliography is always at the end of the essay. A bibliography should contain full and accurate references of each item from which the writer has quoted or referred to in the body of the text, as well as any other used in the research. According to the Harvard Method, references are arranged in alphabetical sequence name of author, followed by date of publication. If there is no author, the item should be listed by title.

Drawings and sketches can be used in the main body of the text or added as an appendix at the rear of the document.

Essay Checklist

(for optional use by learners)

<u>Title</u>	<u>Have I written out the full question?</u>	<u>YES</u>	<u>NO</u>
<u>Introduction:</u>	<u>Have I commented on the topic of the essay?</u> <u>E.g. what are the main issues.</u>		
	<u>Have I included which aspects I will be dealing with?</u>		
<u>Main Body</u>	<u>Does each paragraph have a clear purpose?</u>		
	<u>Is there enough explanation/ discussion?</u>		
<u>Conclusion</u>	<u>Is there a sense of ending?</u>		
	<u>Have I fallen into the trap of repeating the introduction?</u>		
<u>General</u>	<u>Have I analysed and answered the question asked?</u>		
	<u>Is there order and organisation of material?</u>		
	<u>Have I enough material as a whole?</u>		
	<u>Have I put in irrelevant material or unnecessary padding?</u>		
	<u>Have I been careful to distinguish between my ideas and those of other authors by citing and acknowledging all sources?</u>		
	<u>Have I added a complete bibliography of all sources including those not directly cited in the text?</u>		
	<u>Have I checked my spelling, grammar and punctuation?</u>		
	<u>Have I added the word count?</u>		
	<u>Have I used a sans serif plain font, size 11 or 12?</u> <u>Have I spaces after paragraphs and headings?</u>		
<u>Header and/ or footer</u>	<u>Is my name, assignment number and page number on every page?</u>		

(Lecturer – please insert guidance for students here. Please link the task to the five common assessment criteria overleaf)

Requirements

- You are required to submit by electronically in PDF 1250 +/-10% word formal report with sketches/drawings as necessary and a printed copy to the Department Secretary Christine Lucas.
- You should answer properly your chosen topic, in a formal English writing as guidance notes.

Assessment considerations

- Research-informed literature: Correct referencing according to the Harvard Referencing System.
- Knowledge and understanding of Subject: Understanding of topic developed. Knowledge shown.
- Analysis: Organisation of ideas and discussion in depth. Comparison to different information and other analysis
- Practical application and deployment: Examples of application, methodologies, case studies, synthesis schemes and graphics, originality and personal contribution.
- Skills for professional practice: Capacity for expressing ideas and writing. Initiative for the introduction of new aspects and vision.

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 provide evidence that you have accessed an appropriate *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:

2. Knowledge and Understanding Skills

At level 5, you should be able to demonstrate: sound knowledge and critical understanding of the well-established concepts and principles of the subject area and the way in which those principles have developed; knowledge of the main methods of enquiry in the discipline. *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.

Guidance specific to this assessment:

3. Cognitive and Intellectual Skills

You should be able to critically analyse information, and propose solutions to problems arising from that analysis, including the critical evaluation of the appropriateness of different approaches to solving problems. 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/evidence 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, with an understanding of the limits of knowledge, and how this influences analyses and interpretations. 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:

4. Practical Skills

At level 5, you should be able to use/deploy a range of established techniques within the discipline, and apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. 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, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be 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:

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making. This includes demonstrating: professional development to advance existing skills and acquire new competences 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:

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.

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills		
2. Knowledge and Understanding Skills		
3. Cognitive and Intellectual Skills		
4. Practical Application Skills		

5. Transferable Skills for Life and Professional Practice		

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%)		

GENERIC ASSESSMENT CRITERIA

Level 5

In accordance with the Framework for Higher Education Qualifications, at the end of Level 5 students will be expected to have developed sound knowledge and critical understanding of the well-established concepts and principles in their field of study, and of the way in which those principles have developed. They will have learned to apply those concepts and principles more widely outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. They will have knowledge of the main methods of enquiry in the subject area, and ability to evaluate critically different approaches to problem solving. They will possess an understanding of the limits of their knowledge, and how this influences their analyses and interpretations. They will be able to use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis. They will be able to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively. They will be able to undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations. They will have the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

Level 5	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	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.	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 literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies	Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.

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	largely absent.	Inconsistent and weak use of referencing.		inconsistencies.	or inconsistencies.		
Knowledge and understanding (Sound knowledge and critical understanding of the well-established concepts and principles in their field of study; knowledge of the main methods of enquiry in the discipline.)	Major gaps in knowledge with unsatisfactory, uncritical understanding of the subject matter. Much irrelevant material. Substantial inaccuracies. Significantly flawed understanding of the main methods of enquiry in the discipline.	Fragmentary knowledge, with only superficial critical understanding. Some significant inaccuracies and/or irrelevant material. Incomplete or partially flawed understanding of the main methods of enquiry in the discipline.	Limited but adequate knowledge and critical understanding of the well-established concepts and principles within the subject area, with a few gaps in the selection of material. A narrow critical understanding of the main methods of enquiry.	Knowledge is reasonably detailed and accurate. A good critical understanding of the well-established concepts and principles and the main methods of enquiry, with minor gaps in the selection of material.	Knowledge is reasonably extensive. Exhibits very competent critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. Breadth and depth of knowledge.	Excellent, detailed knowledge and highly critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry.	Exceptionally detailed knowledge and outstanding critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. May go beyond established theories.
Cognitive and intellectual skills (Critical evaluation and analysis of concepts and principles; argument and judgement; the limits of their knowledge, and	Wholly or almost wholly descriptive work. Little or no critical evaluation and analysis of concepts and principles. Failure to develop arguments,	Largely descriptive work, with superficial use of critical evaluation and analysis of concepts and principles. Weak development of arguments and judgements.	Limited attempt at critical evaluation and analysis of concepts and principles, tending towards description. Some evidence to support arguments and judgements but	Some critical evaluation and analysis of concepts and principles, though descriptive in parts. An emerging awareness the limits of their knowledge and	Sound critical evaluation and analysis of concepts. Is selective in the range of evidence used and synthesises rather than describes. Ability to devise arguments that	Excellent critical evaluation and analysis of concepts and principles leading to logical, evidence-based, reasoned arguments and judgements. Explicit	Outstanding critical evaluation and analysis of concepts and principles. Uses evidence exceptionally well to connect ideas, and support highly logical and

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how this influences their analyses and interpretations.)	leading to illogical or invalid judgements. Unsubstantiated generalisations or opinion, made without use of any credible evidence.	Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	these may be underdeveloped , with a little inconsistency / mis-interpretation or failure to fully recognise limits of knowledge.	ability to use evidence to support the argument though with some tendency to assert/state opinion rather than argue on the basis of reason and evidence. Mostly valid arguments and logical judgements.	show awareness of different stances, and use evidence convincingly, to support appropriate and valid judgements.	recognition of other stances and a strong awareness of the limits of their knowledge. A capacity for independent thought and ability to 'see beyond the question', suggesting some grasp of the broader field and wider concepts.	persuasive, arguments and judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting a clear grasp of the broader field and wider concepts. Perceptive recognition of the limits of their knowledge, and how this influences their analyses and interpretations.
Practical skills (Apply underlying concepts and principles more widely outside the context in which they were first studied; use a range of	Limited or no use of established methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited	Rudimentary application of established methods, materials, tools and/or techniques but without consideration and competence. Flawed	An adequate awareness and mostly appropriate application of established methods, materials, tools and/or techniques. Basic appreciation of	A good and appropriate application of established methods, materials, tools and/or techniques. Clear appreciation of the context of the application.	A very good application of a range of established methods, materials, tools and/or techniques. Very good consideration of the context of the application,	An advanced application of a range of established methods, materials, tools and/or techniques. The context of the application is well considered, and	Exceptional levels of application and deployment skills using established methods, materials, tools and/or techniques. Consistent, accurate and

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established techniques; propose solutions to problems arising from analysis.)	understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills outside the context in which they were first studied.	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 outside the context in which they were first studied.	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 outside the context in which they were first studied.	Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose mostly appropriate solutions outside the context in which they were first studied.	with perceptive insights. Consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose appropriate solutions outside the context in which they were first studied. Evidence of some creativity.	insightful. Consistent, accurate and logical application of theory to practice, making well-developed links between the two. Can identify problems and propose excellent, creative solutions outside the context in which they were first studied.	logical application of theory to practice, making highly developed links between the two. Can identify routine and non-routine problems and propose quite sophisticated, creative solutions outside the context in which they were first studied.
Transferable skills for life and professional practice (Effectively communicate in a variety of forms to specialist and non-specialist)	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed manner. It is loosely, and at times	Can communicate in a suitable medium for the audience but with some room for improvement. Mostly ordered presentation and structure in which relevant	Can communicate effectively in a suitable medium for the audience, but may have minor errors. Mostly coherent, organised work, in a suitable	Can communicate well, confidently and consistently in a suitable medium for the audience. Work is coherent, fluent, well-structured and organised. Can work very	Can communicate professionally confidently and consistently in a suitable medium for the audience. Work is coherent, very fluent and is presented	Can communicate with an exceptionally high level of professionalism, highly suitable for the audience. Work is exceptionally coherent, very

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
audiences; the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.)	very inappropriate style. Failure to work effectively as part of a group. Little or no evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Flawed approach to group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of minor weakness.	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 for employment requiring the exercise of personal responsibility and decision-making, with some areas of strength and some of minor weakness.	well autonomously and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of personal responsibility and decision-making, with just occasional minor weakness.	proficiently. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, and meeting obligations. Demonstrates excellent skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.	fluent and is presented professionally. Can work exceptionally well within a team, showing leadership skills. Demonstrates exceptional skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.

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