

Museums, Heritage and Representation

ASSESSMENT

Course work 100%

One museum trip report of 2000 words (25% of the module marks).

One 4,000-word essay (75% of the module marks).

Museum visit report

1. How easy is it to gain a sense of what constitutes Welsh culture from a visit to St Fagans?
2. In the light of your visit to St Fagans, examine the arguments for and against removing monuments OR buildings from their sites in the landscape to the safekeeping of the museum.
3. How does St Fagans represent both material ('tangible heritage') and non-material ('non tangible heritage') aspects of Welsh life and how might it develop such representations in the future?
4. Based on your visit to the National Museum Wales, consider how the museum promotes public understanding of the archaeological record.

Essay questions

1. With reference to the historical development of two museums of your choice, explore how public museums became emblems of politically virtuous nation states. (PD)
2. Make a selection of relevant archaeological or ethnographic artefacts, examine thoroughly their trajectories from their place of origin to the museums which now house them and consider the ethical dimension involved in their transfer. (PD)
3. Consider whether human remains should be excavated and scientifically analysed and whether these should be reburied or kept in museum storage. Use specific case studies to illustrate your answer. (LS)
4. What are the implications of media popularisation to the archaeological profession? (QD)

5. How was archaeology manipulated by the various NSDAP offices and authorities? Discuss with particular reference to how NSDAP ideology was fractured and contradictory. (QD)
6. What is 'community heritage' and how is it practised in Britain today? Discuss in relation to one project known to you. (DA& ML)

Please note that both pieces of assessed coursework should be based on different material. Therefore you cannot use substantial amounts of material on the National Museum of Wales/ St Fagans in your essay, because you will have already covered that topic in your museum visit report.

LEVEL 6 MARKING CRITERIA FOR THE ASSESSMENT OF THE ESSAY AND MUSEUM REPORT

With all assessment, judgments will include an element of subjectivity. However, the School is able to offer you the following indicators of performance to aid your progress. Lecturers will adapt these indicators to the specific learning outcomes of their particular assessment component.

Assessment Criteria Museum Visit Report Level 6

The main criteria on which your survey will be judged are the following:

- The engagement and focus on the task set
- The extent to which you use/manipulate data in an appropriate manner
- How appropriately and meaningfully you use illustrations (whether visual or derived from documentary sources)
- The assurance of your writing and clarity of expression
- The standard to which you present your survey
- The coherence of your argument or analysis
- The extent to which you attribute the references which support your text
- The wideness and thoroughness of your reading

With all assessment, judgments will include an element of subjectivity. However, the School is able to offer you the following indicators to assess your performance and progress. Please note that there may be more relevance placed on some areas above others based on the approach you use in your survey. For example, your survey might include plans and/or drawings and photographs that you have made, while another person's might draw on archival sources.

HIGH FIRST CLASS (marks of 80 and above)

High First class work is of an outstanding standard. It will display all, of the following attributes:

- Keen and relevant focus on the task set
- Sophisticated use of data
- Exemplary use/manipulation of data
- Well chosen illustrations, which are appropriate and meaningful
- Sophisticated writing and excellent clarity of expression
- Presentation to an excellent scholarly standard
- An argument or analysis which is subtle, coherent and balanced
- Fully attributed and supported by a wide range of references
- Wide and thorough reading

FIRST CLASS (marks of between 70 and 80)

High First class work is of an excellent standard. It will display all, of the following attributes:

- Clear and relevant focus on the task set
- Sophisticated use of data
- Correct use/manipulation of data
- Well chosen illustrations, which are appropriate and meaningful
- Assured writing and excellent clarity of expression
- Presentation to an excellent scholarly standard
- An argument or analysis which is subtle, coherent and balanced
- Fully attributed and supported by a wide range of references
- Wide and thorough reading

UPPER SECOND CLASS (marks between 60 and 69)

Upper Second Class work is of a very good standard. It may show some of the qualities of First Class work, but not in a sustained way. Work of the Upper Second Class is characterised by some, but not necessarily all, of the following attributes:

- Clear and relevant focus on the task set
- Appropriateness of the data used
- Correct use/manipulation of data
- Well chosen illustrations, which are appropriate and meaningful
- Assured writing and very good clarity of expression
- Presentation to a very good scholarly standard
- An argument or analysis which is coherent and balanced
- Fully attributed and suitably referenced
- Wide and comprehensive reading

LOWER SECOND CLASS (marks of between 50 and 59)

Lower Second Class work is of a good standard. It is work that may show some of the qualities of work in a higher class, but not in a sustained way. Lower Second Class work displays some, but not necessarily all, of the following features:

- Clear and relevant focus on the task set
- Appropriateness of the data used

- Correct use/manipulation of data
- Appropriate and meaningful illustrations
- Writing and clarity of expression of a reasonable standard
- Presentation to a reasonable scholarly standard
- An argument or analysis which is coherent and balanced
- Sources attributed but with some problems in the referencing
- Some relevant reading but with gaps in the literature consulted

THIRD CLASS (marks of between 40 and 49)

Third Class work is of an adequate/fair standard for an honours degree. It may show some of the qualities of work in a higher class, but not in a sustained way. Work in this class is marked by some, but not necessarily all, of the following qualities:

- Limited focus on the set task
- Data not always appropriate or not made so
- Inconsistent or incorrect use of data
- Illustrations sometimes superfluous or irrelevant
- Clarity of expression less evident
- Some attempt at scholarly presentation
- Little or no evidence of analysis or coherence of argument
- Poor or no attribution
- Limited evidence of reading

FAIL CLASS (marks of 39 and below)

Fail class work is unsatisfactory. It is work that may display some of the characteristics of the Third Class standard but not in a sustained or significant amount.

- Little or poor focus on the set task
- Data not appropriate or not made so
- Poor or incorrect use of data
- Superfluous or irrelevant illustrations used
- Clarity of expression less evident
- Poor presentation
- Little or no evidence of analysis or coherence of argument
- Poor or no attribution
- Limited evidence of reading

Level 6 Essay marking criteria

- Display a broad and detailed knowledge of the subject: 20%
- Engage fully and critically with the question, throughout the essay, avoiding unnecessary description and narrative: 40%
- Show a clear and detailed understanding of the historiography and source materials, discerning strengths and weaknesses where appropriate: 10%
- Write with structure, clarity and good grammar: 20%
- Follow established scholarly conventions on referencing and bibliography: 10%

HIGH FIRST CLASS (marks of 80 and above)

High First class work is of an outstanding standard. It will display all, of the following attributes:

- a clear and sharp focus upon the question of arguably publishable quality
- a sophisticated awareness of the historiographical dimensions of historical debate
- a broad, sophisticated and deep knowledge of the relevant topic
- a highly cogent and structured argument, with traces of originality
- a subtle and highly perceptive analysis, perhaps with glimpses of originality
- based upon a wide and thorough reading of secondary source materials
- written with exceptional fluency, clarity and accuracy
- presentation to an outstanding scholarly standard, including a full bibliography and clear referencing

FIRST CLASS (marks of between 70 and 80 and above)

First class work is of an excellent standard. It will display some, but not necessarily all, of the following attributes:

- a clear and sharp focus upon the question
- a sophisticated awareness of the historiographical dimensions of historical debate
- a broad and deep knowledge of the relevant topic
- a highly cogent and structured argument
- a subtle and highly perceptive analysis, perhaps with glimpses of originality
- based upon a wide and thorough reading of secondary source materials
- written with fluency, clarity and accuracy
- presentation to a high scholarly standard, including a full bibliography and clear referencing

UPPER SECOND CLASS (marks between 60 and 69)

Upper Second Class work is of a very good standard. It may show some of the qualities of First Class work, but not in a sustained way. Work of the Upper Second Class is characterised by some, but not necessarily all, of the following attributes:

- a clear focus upon the question
- an awareness of the historiographical dimensions of historical debate
- a broad knowledge of the relevant topic, though with some gaps
- a well developed and solidly structured argument
- a good and thoughtful analysis
- based upon a wide reading of secondary source materials
- written with clarity and accuracy.
- presented to a scholarly standard, with bibliography and referencing.

LOWER SECOND CLASS (marks of between 50 and 59)

Lower Second Class work is of a good standard. It is work that may show some of the qualities of work in a higher class, but not in a sustained way. Lower Second Class work displays some, but not necessarily all, of the following features:

- some focus on the question, though not sustained or always clearly focused
- some grasp of the historiographical dimensions of historical debate
- a sound knowledge of the relevant topic, with some limitations
- a reasonable level of argument
- some analysis but not sustained and mixed with description/ narrative
- some reading of the secondary source materials but significant gaps in the bibliography
- written in a satisfactory style, with some accuracy.
- presented to a reasonable scholarly standard, but with problems in the bibliography and/ or referencing.

THIRD CLASS (marks of between 40 and 49)

Third Class work is of an adequate/fair standard for an honours degree. It may show some of the qualities of work in a higher class, but not in a sustained way. Work in this class is marked by some, but not necessarily all, of the following qualities:

- limited understanding of and focus upon the question
- lacks structure and a sustained argument
- some knowledge of the relevant topic but with significant limitations
- tends towards description, with glimpses perhaps of analysis
- limited range of reading or familiarity with the secondary literature
- some attempt at following scholarly standards of presentation, though problems with referencing and/or bibliography
- limited attention to writing style, clarity or accuracy

FAIL CLASS (marks of 39 and below)

Fail class work is unsatisfactory. It is work that may display some of the characteristics of the Third Class standard but not in a sustained or significant amount.

- Very limited understanding of the question or focus upon it
- Lacks structure and argument
- Limited knowledge of the relevant topic
- Descriptive and narrative in structure
- Little evidence of sustained reading or familiarity with the secondary literature
- Fails to meet accepted norms of scholarly standards of presentation, including both referencing and bibliography.
- Weak writing style.