



Aligning Your Baseline and Final Assignment Examples

Arts and Humanities Example 1 – Literature/American Studies Course

Final Assignment Question: What can the Harlem Renaissance tell us about the capacity of literature (as well as music and art) to enact real-world change? (2000 words)

- Using materials we have looked at together as well as those you have researched yourself and the debates over the legacy of the Harlem Renaissance we have discussed in this tutorial, reflect upon the function of art then and now as an agent for change (racist attitudes, politics etc.).
- Be sure to balance your discussion to include both examples from the Harlem Renaissance and the present day, drawing parallels and highlighting differences.

Subject Knowledge (Understand)	Academic Skills (Be able to do)
<ul style="list-style-type: none">• Assess the relationship between literature, music and art and movements for social change• Evaluate how identity, particularly race and gender, influences and is influenced by art and activism• Apply relevant race and gender theories to historical analysis• Trace the influence of the Harlem Renaissance into future movements	<ul style="list-style-type: none">• Analyse literature/art/music to support an academic argument• Use evidence to support claims and assertions• Make links between subjects and use concepts from tutorial in unfamiliar contexts• Moving beyond description to evaluation and include reasoned points

***Bolded text can be assessed in both baseline and final assignment**

Baseline Assignment Question:

Drawing upon our discussion of “If We Must Die”, compare this poem to Beyoncé’s “Freedom” (lyrics are provided in Appendix 4, but I would encourage you to also listen to the song if you can on YouTube or elsewhere: it’s powerful stuff!).

Think particularly about the language and imagery used in both texts. How is the speaker/singer characterised in both cases? Identify any similarities or differences. With all of these things in mind, analyse how both McKay and Beyoncé use poetry and music to reflect and advance the fight for racial liberation. (c. 500 words)

Arts and Humanities Example 2 – English Course

Final Assignment Question: "Can Texts Fight Colonialism and Inequality?"

Evaluate the question referring in your answer to at least TWO texts, one of which has not been examined during the course.

Subject Knowledge	Academic Skills
<ul style="list-style-type: none">• Apply post-colonial theory to texts• Identify and utilise examples of colonial or post-colonial language in texts• Opportunity to use relevant technical terms• Evaluate the meaning/definition of a text and the role it can play in shaping society• Describe and evaluate how post-colonial texts challenges colonial narratives	<ul style="list-style-type: none">• Use evidence to support claims and assertions• Make links between subjects and use concepts from tutorial in unfamiliar contexts• Apply post-colonial theories to move beyond description to evaluation and include reasoned points• Develop close reading skills• Conduct independent research and reading

***Bolded text can be assessed in both baseline and final assignment**

Baseline Assignment Question: Write a short analysis of an excerpt from Frankenstein (available on VLE). You should discuss the colonial binary of master/slave and explore the resistance is voiced through the monster's tale. 300 words, double spaced.

Specifically, this test connects with the final assignment as it will assess:

- your ability to write clearly and effectively
- your skills in developing arguments
- your ability to close read texts
- your understanding of some of the key ideas developed in Tutorial 1

Arts and Humanities Example 3 – Key Stage 5 Psychology/Music Course

Final Assignment Question: Why should hip-hop/rap music be considered a relaxing music style?

Introduction

- This section should include some background information on both stress and music listening. What is stress? How does it impact our daily lives? Why is music listening a good stress management technique?
- You should briefly refer to the general controversiality of hip-hop/rap music as a music genre and its current status as a stress-management technique in comparison to other less controversial genres.

Main body

- You should discuss the potential relaxing properties of hip-hop/rap music as a genre. You should also consider and discuss any other aspects that could lead people to become relaxed as a consequence of listening to hip-hop.
- You should then critically discuss what factors could negatively influence people's beliefs about the relaxing nature of hip-hop/rap music.
- Through critical reasoning, you should share your own views about the current status of hip-hop/rap music as a stress-management technique, considering the aspects discussed above and providing recommendations for further research.

Conclusion

- In this section, you should briefly summarise your argument, using it to concisely answer the essay question.

You are encouraged to make use of relevant sources and course content throughout the essay. The construction of coherent arguments, that demonstrate that you are able to appropriately use critical reasoning and draw conclusions from it, will be favoured over your actual final argument. Additionally, you should discuss definitions of any relevant concepts where possible. It is recommended that you use examples of other relevant music genres to compare hip-hop/rap music to, when and where appropriate. You are expected to go beyond the course material and include information acquired through independent research.

Subject Knowledge	Academic Skills
<ul style="list-style-type: none"> • Evaluate the relationship between relaxation and music • Analyse the influence of different musical genres on stress (positive and negative) • Define and apply "objective" and "subjective" features to assess a piece of music • Consider what "relaxing music" means for psychologists and academic researchers 	<ul style="list-style-type: none"> • Use evidence from academic texts to support claims and assertions • Independently make links between subjects and use concepts from tutorial in unfamiliar contexts • Move beyond description to evaluation and include reasoned points to support an argument • Develop a clear point of view and develop that point of view throughout the essay

***Bolded text can be assessed in both baseline and final assignment**

Baseline Assignment Question: Does listening to different music styles influence people's levels of stress equally?

This first assignment consists of a short essay (500 words). Your essay should include the following sections:

- Introduction
 - Some background information on both stress (what is it?, how can it affect us?) and music listening (how does it relate to stress?) should be provided here.
 - You should state your general opinion/beliefs regarding the essay question (is music listening helpful? If so, do you think all music styles are equally helpful?).
- Main body
 - You should expand on your answer to the essay question, justifying and critically analysing your views (Why do you think/not think all music styles equally affect our stress levels? Are there any aspects that could make you think otherwise?)
- Conclusion
 - In this section, you should provide your final answer to the essay question, and concisely state the reason(s) why.

In this assignment, you could:

- Include examples of music styles for illustration or comparison purposes.
- Do extra reading and use the sources you have researched to support your arguments.
- If you do include any sources to support your argument, please ensure you add these to a bibliography, which is not included in the word count.

Arts and Humanities Example 4 – English Course

Final Assignment Question: How does poetry explore various conflicts: inner conflicts, conflicts between people, and conflicts between an individual vs. society? How does writing poetry, which is an imaginary act, provide solutions or alternate routes to conflict? Our discussions of imagination versus reality might be useful here.

Instructions:

- Choose three poems to analyse. Two poems should be ones we discussed on the course. The third poem should either be from Appendix 4 or from your own outside reading. If you choose a poem from your own outside reading, please bring a copy of it so I can read it during tutorial 6 and tutorial 7.
- Be sure to develop your points fully and support them with evidence from your chosen texts.
- For the two poems discussed on the course, please read the interviews/articles about the poets and their poems and quote from them in your essay. You will find these in Appendix 3.
- I would also encourage you to read through Appendix 4, which contains more information about poetry in general. You may want to quote from these materials in your essay, but this is optional.

Subject Knowledge	Academic Skills
<ul style="list-style-type: none"> • Analyse how conflict is presented in poetry • Define different types of conflict • Identify and utilise different types of conflict to support a critical reading of a text • Assess how the imagined world of poetry can provide alternative routes to conflict • Define and utilise key vocabulary associated with poetry and its evaluation 	<ul style="list-style-type: none"> • Use evidence to support claims and assertions • Independently interpret poetry to support an academic argument • Analyse content effectively to support an argument; move beyond description to evaluation and include reasoned points • Critically read and evaluate a text

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Baseline Assignment Question: What conflicts are portrayed in William Stafford's poem 'Traveling through the Dark'?

- 500 words
- Develop your points fully and use evidence from the poem to support them
- Read and refer to critical commentary on 'Traveling through the Dark'. Choose EITHER passage A or B and reflect on how these texts affect your reading of Stafford's poem and the conflicts portrayed.
- Refer to 'How to Read & Analyse Poetry' for help getting started

Arts and Humanities Example 5 – Philosophy Course

Final Assignment Question: To what extent is OIC true for us and the Ancient Greeks?

The purpose of the assignment is to assess the knowledge you have acquired about OIC and related matters so far, as well as your ability, developed through your reading, writing, research and discussion, to argue about these in a critical and scholarly manner. You will firstly be expected to briefly demonstrate an understanding of OIC.

After this, you will be expected to consider the extent to which OIC is operative in your own culture, utilising the scientific and philosophical literature discussed in prior tutorials, as well as your own research. This will be followed by analysing the extent to which it was operative in the ancient world, utilising the primary and secondary sources to which you have already been exposed, again supplemented by your own research. You are encouraged to contrast the role of OIC in both modern and ancient contexts, and offer some reasons why similarities or differences might have occurred.

Subject Knowledge	Academic Skills
<ul style="list-style-type: none"> • Define and evaluate the philosophical concept “ought implies can” • Utilise philosophical thought experiments to interrogate “ought implies can” • Evaluate philosophical arguments around “ought implies can” • Apply “ought implies can” to our culture today 	<ul style="list-style-type: none"> • Make links between subjects and use concepts from tutorial in unfamiliar contexts • Move beyond description to evaluation and include reasoned points • Use of evidence to support assertions consistently and clearly • Constructing a clear point of view in position to the question that is clearly argued throughout.

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Baseline Assignment Question: What is meant by ‘ought implies can’, and do you think it is true?

- I want you to answer two questions:
 - What is meant by ‘ought implies can’?
 - Do you think it is true?
- Word limit: 500 words \pm 10%.
- Referencing and bibliography: not required.
- The purpose of this assessment is to check whether you understand the core concept of ‘ought implies can’, and to see whether you think it’s true or false. With regards to Question 2, there is no ‘right’ or ‘wrong’ answer. Rather, I want you to think hard about OIC, and the extent to which you’re convinced (or unconvinced) that it’s a valid principle. Try to argue as clearly and academically as possible, and feel free to refer any examples or evidence that leads you to prefer one view over another.

Arts and Humanities Example 6 – History Course

Final Assignment Question: “Divergent ethnicities cannot live peacefully together in times of economic depression”: to what extent does this statement explain the causes of the 1919 Seaport Riots?

Subject Knowledge	Academic Skills
<ul style="list-style-type: none">• Identify key events and relevant historical contexts in the 1919 Seaport Riots• Place local histories in local and global contexts• Evaluate broader contexts impacting local histories• Identify and assess racialised language in historical texts• Evaluate the particular role racialisation played in the 1919 Seaport riots	<ul style="list-style-type: none">• Use historical evidence to support claims and assertions about a historical moment• Make links between subjects and use concepts from tutorial to evaluate a historical event• Move beyond description to evaluation and include reasoned points• Construct a clear point of view in position to the question that is clearly argued throughout.• Conduct independent research and reading

***Bolded text can be assessed in both baseline and final assignment**

Baseline Assignment Question:

Your task is to write a 200-300 word essay on the events that happened in South Shields on the 4th February 1919 and highlight the contexts that you believe to have surrounded the riot.

You should consider the contexts as separate – social, economic and political – but also suggest how they might interact, be dependent upon or relate to one another.

You should use the reading excerpts that have been provided throughout the tutorial and additional material is available in the source book appendix.