|  |  |
| --- | --- |
| **Programme(s)** | International Foundation Programme |
| **Module Code & Title:** | EF3034 Introduction to Computing and Coding |
| **Distributed on:** | This assessment will be available:   * Thursday 15th May 2025 (15.05.2025) at 9.00am UK time |
| **Submission Time and Date:** | Submission for this assessment will be:  **Individual response to coding tasks for Part A (Questions: 1 – 4):**   * Monday 19th May 2025 (19.05.2025) at 9.00am UK time   **Individual response to coding task for Part B (Question 5):**   * Monday 19th May 2025 (19.05.2025) at 9.00am UK time   **Presentation**  Each student will be given a time slot of **approximately 10 minutes** to present the submitted program (or coding) for Part B (question 5) and respond to questions. This will be a one-time presentation based on allocated time slots confirmed between:   * Tuesday 20th May 2025 to Friday 23rd May 2025   Students will be sent their allocated time slot: Thursday/Friday 15th/16th May 2025 (15.05.2025/ 16.05.2025) by email and posted on the Blackboard announcements no later than:  Re-assessment: week commencing 7th July 2025 (07.07.2025) |
| **Time Limit:** | 2 days |
| **Weighting** | This coursework assessment accounts for **70%** of the total mark for this module. |
| **Submission of Assessment** | **Your assignment must be submitted electronically via the portal by the given deadline. You will find the portal on the module’s eLP site under ‘Assessment’.**  **Important***: Please do not email your assessment as an attachment unless you are asked to do so by a Programme Administrator or the Module Leader.*  *It is the student’s responsibility to ensure that the assessment is submitted before the submission deadline stated above. Refer to the University policy on late submission of work (see below) for further information about this.* |

**Instructions on Assessment**

You must submit answers (and/or codes) to questions 1 - 5 electronically using the link provided in Assessment folder- Assessment 2 on Blackboard and prepare for a presentation to explain your coding task on question 5.

**Instructions on Assessment**

1. This coursework has two assessments: **Part A:** Questions 1 to 4 and **Part B:** Question 5.
2. Students must answer (or write) the **coding tasks** for **Part A** and **Part B** **using Colab, or “Colaboratory**”.
3. **Part A [20 Marks] (MLO3):** An individual written or coding response to 4 questions on concepts in Python programming. **Questions 1, 2, 3, and 4** respectively are worth **5 Marks** each. The questions are about finding mistakes in code and demonstrating what the given code displays as an output.
4. After you click “submit”, you cannot change your answers.
5. **Part B [80 Marks] (MLO3, O4):** **Question 5** is an individual coding task. This coding task will test your Python coding skills. Following distribution, you have 2 days to submit your produced code on Blackboard, see on cover page.

* **Presentation of coding task for Question 5**: This session will be arranged during the week as a one-time class presentation with confirmation of allocated time slot sent by email and posted on Blackboard announcement, see on cover page. The combination of presentation and question/answer session will be approximately 10 minutes for each student. 
  + Prior to attending the presentation, students must **submit the written code in Colab via** the submission portal made available on Blackboard in **Assessment folder- Assessment 2 of the EF3034 module**.

Points to be addressed during presentation:

* Explain the main purpose of your program.
* Explain the key steps or functions in your program that help achieve its goal.
* Describe the design and structure of your program.
* Discuss error handling process and steps in your code.

**Note:** The attached marking rubric is only for Part B.

**Late submission of work**

Where coursework is submitted without approval, after the published hand-in deadline, the following penalties will apply.

For coursework submitted up to 1 working day (24 hours) after the published hand-in deadline without approval, **10% of the total marks available for the assessment shall be deducted** from the assessment mark.

*For clarity: a late piece of work that would have scored 65%, 55% or 45% had it been handed in on time will be awarded 55%, 45% or 35% respectively as 10% of the total available marks will have been deducted.*

The Penalty does not apply to Pass/Fail Modules, i.e. there will be no penalty for late submission if assessments on Pass/Fail are submitted up to 1 working day (24 hours) after the published hand-in deadline.

Coursework submitted more than 1 working day (24 hours) after the published hand-in deadline without approval will be regarded as not having been completed. **A mark of zero will be awarded for the assessment and the module will be failed**, irrespective of the overall module mark.

*For clarity: if the original hand-in time on a working day is 12 noon then the 24-hour late submission allowance will end at 12 noon on the next working day (bank holidays and weekends are not classed as working days)*

These provisions apply to all assessments, including those assessed on a Pass / Fail basis.

**Word limits and penalties**

If the assignment is within +10% of the stated word limit no penalty will apply.

The word count is to be declared on the front page of your assignment and the assignment cover sheet. The word count does not include:

|  |  |  |  |
| --- | --- | --- | --- |
| * Title and Contents page | * Reference list | * Appendices | * Appropriate tables, figures and illustrations |
| * Glossary | * Bibliography | * Quotes from interviews and focus groups. |

Please note, in text citations [e.g. (Smith, 2011)] and direct secondary quotations [e.g. “*dib-dab nonsense analysis*” (Smith, 2011 p.123)] are INCLUDED in the word count.

If this word count is falsified, students are reminded that under Academic Misconduct Policy page 3 Section 3.4 this will be regarded as academic misconduct.

If the word limit of the full assignment exceeds the +10% limit, assessors will stop reading at this point; all other content will not be considered in the marking process.

***Students must retain an electronic copy of this assignment (including ALL appendices) and it must be made available within 24hours of them requesting it be submitted.***

**Note:** For those assessments or partial assessments based on calculation, multiple choice etc., marks will be gained on an accumulative basis. In these cases, marks allocated to each section will be made clear.

**Academic Misconduct**

The Assessment Regulations for Taught Awards (ARTA) contain the ***Regulations and procedures applying to cheating, plagiarism and other forms of academic misconduct***.

Assessment guidance and policies are available on the university website via the following link:

<https://www.northumbria.ac.uk/about-us/university-services/academic-registry/quality-and-teaching-excellence/assessment/guidance-for-students/>

You are reminded that plagiarism, collusion and other forms of academic misconduct as referred to in the Academic Misconduct procedure of the assessment regulations are taken very seriously. Assignments in which evidence of plagiarism or other forms of academic misconduct is found may receive a mark of zero.

**Mapping to Programme Goals and Objectives**

The assessment has been designed to assess the module learning outcomes (MLOs), which themselves contribute to the programme learning outcomes (PLOs):

**Knowledgeable and Understanding:**

Students will be able to:

|  |  |  |
| --- | --- | --- |
| x | 3.1.7 | Students will be able to demonstrate and use subject specific language to describe and analyse computing technologies |
| x | 3.1.13 | Students will be able to demonstrate and use knowledge of computing to solve simple problems |

**Intellectual / Professional skills & abilities:**

Students will be able to:

|  |  |  |
| --- | --- | --- |
| x | 3.2.6 | Students will be able to use and apply analytical techniques to evaluate information systems and web-based technologies |

**Mapping to Module Goals and Objectives**

**This assessment will contribute directly to the following Module goals and objectives:**

**Knowledge & Understanding:**

|  |  |  |
| --- | --- | --- |
|  | MLO1 | Express a logical understanding of how a computer functions and how it manipulates information. |
|  | MLO2 | Use correct computing related terminology (technical and business related) to communicate their knowledge. |

**Intellectual / Professional skills & abilities:**

|  |  |  |
| --- | --- | --- |
| x | MLO3 | Demonstrate knowledge of basic programming language through constructing and debugging simple programs for a variety of applications. |
| x | MLO4 | Demonstrate the skills to decompose simple designs into a series of steps executable by a machine. |

**Referencing your work**

In-text citations give brief details of the work you are referring to in your text. References are listed at the end of the text in alphabetical order by the author's name.  The general format of an electronic journal reference in the Harvard style is shown below:

**Author, A., Author, B. and Author, C. Author, D. (Publication date) 'Article title', *Journal Title*, Volume number(issue), pp. xx-xx. Available at: URL (Accessed: Day Month Year).**   
   
Carroll, A., Ashman, A., Hemingway, F., Bower, J. and Houghton, S. (2012) 'A preliminary evaluation of Mindfields: a self-regulatory cognitive behavioural program for school-aged adolescent offenders', *The Australian Educational and Developmental Psychologist*, 29(2), pp. 81-94. Available at: https://www.cambridge.org/core/services/aop-cambridge-core/content/view/9BCC62EB6C9705B8BA8A18FCB3E6660D/S0816512212000120a.pdf (Accessed: 26 January 2016).

For further information on why it is important to reference accurately go to the Referencing and Plagiarism topic in Skills Plus available from the Library website:

[www.northumbria.ac.uk/skillsplus](http://www.northumbria.ac.uk/skillsplus)

You will find other useful help guides on Skills Plus to help you with the skills involved in writing your assessments and preparing for exams.

For further information on the Harvard style of referencing see <https://cragside.northumbria.ac.uk/Everyone/skillsplus/database_uploads/55389538.pdf>

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Criteria** | **Does Not Meet Standards** | | **Meets Standards** | | | **Exceeds Standards** | | |
| **Completely insufficient** | **Insufficient** | **Adequate** | **Good** | **Very Good** | **Excellent** | **Outstanding** | **Exemplary** |
| ***0 – 29%*** | ***30 – 39%*** | ***40 – 49%*** | ***50 – 59%*** | ***60 – 69%*** | ***70 – 79%*** | ***80 – 89%*** | ***90 – 100%*** |
| **Program purpose**  Explain the main purpose of your program.  **25% (MLO3,4)** | Your explanation of the main purpose of the program is lacking significant clarity and coherence.  It fails to convey a basic understanding of what the program aims to achieve. | Your explanation of the main purpose of the program is limited and lacks essential details.  It leaves the reader with confusion regarding the overall goal of the program.  Key aspects of the program's objective might be missing. | Your explanation adequately communicates the main purpose of the program.  You may need additional prompts for your explanation to demonstrate clear insights into the program's objective. | Your explanation effectively communicates the main purpose of the program. It provides clear insights into the program's objective.  You may need 1-2 additional prompts for your explanation to demonstrate the main purpose of the program including the program’s objective, its context and its potential impact. | Your explanation effectively communicates the main purpose of the program. It provides clear insights into the program's objective  Without support it offers a very good explanation of the main purpose of the program including the program’s objective, its context and its potential impact. | Your explanation excellently conveys the main purpose of the program.  Without support it offers a well-rounded understanding of the program's objective, its context, and its potential impact. | Your explanation is outstanding in its clarity and depth.  Without support, you answer thoroughly discusses the main purpose of the program, including its significance, potential challenges, and expected outcomes. | Your explanation is exemplary and goes above and beyond in describing the main purpose of the program.  It demonstrates a deep understanding of the program's objectives, potential benefits, challenges, and implications.  Your initial response is well-structured and insightful. |
| **Key program steps**  Explain the key steps or functions in your program that help achieve its goal.  **25% (MLO3,4)** | Your explanation of the key steps or functions in the program is extremely vague or non-existent.  There is a significant lack of understanding about how the program works to achieve its goal. | Your explanation of the key steps or functions in the program is minimal and lacks coherence.  It does not provide a clear understanding of the essential processes that contribute to the program's goal.  The overall description is fragmented and does not offer a comprehensive view. | Your explanation adequately covers the key steps or functions in the program that contribute to its goal.  You may need additional prompts to support the explanation to further elaborate and clarify to ensure a more thorough understanding. | Your explanation effectively outlines the key steps or functions in the program that drive its goal.  It provides a clear understanding of the core processes involved; you may need 1-2 additional prompts for some aspects to support further expansion. | Your explanation effectively describes the key steps or functions in the program that work together to achieve its goal.  Without support it provides a clear understanding of the core processes involved. | Your explanation excellently describes the key steps or functions in the program that work together to achieve its goal.  Without support it showcases a comprehensive grasp of the program's mechanics and their relevance. | Your explanation is outstanding in its detail and insight.  Without support it thoroughly discusses the key steps or functions, illustrating a deep understanding of how they synergistically contribute to the program's success. | Your explanation is exemplary and goes beyond expectations in describing the key steps or functions of the program.  Without support your analysis demonstrates an exceptional understanding of the program's intricacies and how each element is crucial to achieving the goal. Your response is insightful and well-structured. |
| **Program design and structure**  Describe the design and structure of your program.  **25% (MLO3,4)** | Your description of the design and structure of the program is minimal and unclear. It fails to provide a coherent overview of how the program's components are organised and interact. | Your discussion briefly mentions some aspects of the error handling process, but it lacks depth and crucial details.  The overall understanding of how errors are addressed is limited.  However, some key error scenarios and the corresponding solutions might not be fully explained. | Your description adequately covers the design and structure of the program.  You may need additional prompts to support the explanations of some aspects which are ambiguous, which may otherwise lead to a less-than-optimal understanding of the program's organisation. | Your description effectively outlines the design and structure of the program.  It provides a clear understanding of how the components are organised; you may need 1-2 additional prompts to provide a more detailed explanation in certain areas. | Your description effectively outlines the design and structure of the program.  Without support it provides a clear understanding of how the components are organised, but there could be more detailed explanations in certain areas. | Your description excellently conveys the design and structure of the program.  Without support it offers a comprehensive overview of how different elements are interconnected, enhancing the reader's understanding. | Your description is outstanding in its clarity and depth.  Without support it provides a thorough analysis of the program's design and structure, including insights into why specific architectural choices were made. | Your description is exemplary and goes above and beyond expectations.  Your analysis demonstrates a deep understanding of the program's design principles, architectural components, and their interrelationships.  Your response is insightful, well-structured, and highly informative. |
| **Error handling**  Discuss error handling process and steps in your code.  **25% (MLO4)** | Your discussion of the error handling process and steps in the code is minimal and unclear.  It fails to provide a coherent overview of how errors are anticipated and managed. | Your discussion briefly mentions some aspects of the error handling process, but it lacks depth and crucial details.  The overall understanding of how errors are addressed is limited. | Your discussion effectively outlines the error handling process and steps in the code.  You may need additional prompts to support the explanation to show a clear understanding of how various errors are detected and managed, though additional examples or elaboration could enhance it. | Your discussion effectively outlines the error handling process and steps in the code. It provides a clear.  It provides a clear understanding of how various errors are detected and managed, you may need 1-2 additional prompts to provide additional examples or elaboration to enhance it. | Your discussion effectively outlines the error handling process and steps in the code. It provides a clear.  Without support it provides a clear understanding of how various errors are detected and managed. | Your discussion excellently conveys the error handling process and steps in the code.  Without support it offers a comprehensive view of how errors are anticipated, identified, and gracefully managed. | Your discussion is outstanding in its clarity and depth.  Without support it thoroughly explains the error handling mechanisms in the code, including how different types of errors are dealt with and the rationale behind the chosen approaches. | Your discussion is exemplary and surpasses expectations.  Your analysis demonstrates an exceptional understanding of the error handling process, providing detailed examples and insight into the strategies employed. Your response is insightful, well-structured, and highly informative. |