

**ULS 2018/19  
Stage 5  
Assessment**

**Task 1 (semester 1)**

There are some variations in assessment in semester 1 across the languages taught at ULS stage 5, to incorporate the tutors' research areas to enable the delivery of research-led teaching, and to create a variety of experience for dual linguists at ULS stage 5. These developments have been undertaken to continually improve the student experience at ULS stage 5.

If you are studying ULS stage 5 in semester 1 only at SHU, then you only complete the semester 1 assessment task. If you are remaining at SHU to continue to study ULS stage 5 in semester 2, please see the separate semester 2 assessment details document.

**Semester 1 assessment task**

<b>LO Ref</b>	<b>Learning Outcome</b>
<b>1</b>	Obtain and relate the major points of complex authentic recorded, spoken or written material, e.g. news broadcasts, media articles, and identify and respond to opinions and values contained in texts of a complex nature.
<b>2</b>	Apply communication skills to participate in group/pair routine and non-routine business and social discussions and presentations, involving complex negotiations and/or arguments.
<b>3</b>	Produce accurate and stylistically equivalent written translations in English of general or business related texts and compose accurate extended texts on topics relating to the student's own specialism.

**Please refer to the assessment for your language below:**

**Spanish: Subtitling project**

**End of the project: SHU week 21 (Friday 21/12/18 at 15.30) – please see below detailed information about tasks deadlines.**

**Tasks: transcription, translation and subtitling of a short film in Spanish into English, and presentation of the work at the Spanish Short Film Festival.**

You will work in groups of 3-4 students.

Transcription task submission in SHU week 13 (w/c 22<sup>nd</sup> Oct)

Translation task submission in SHU week 15 (w/c 5<sup>th</sup> Nov)

Subtitling task submission in SHU week 18 (w/c 26<sup>th</sup> Nov)

Individually, you must also write a compulsory private reflective journal (in Spanish) to evidence your contribution to the project. assess your process and reflect on your development. There must be a minimum of 6 blog entries, each one completed and published after the completion of every task, i.e. (1) short film shortlisting group

decision, (2) transcription, (3) translation, (4) subtitling workshop with visiting lecturer, (5) subtitling, (6) Short Film Festival experience. Final submission in SHU week 21 (w/c 17<sup>th</sup> Dec).

The subtitled short film will be shown as part of the Spanish Short Film Festival in SHU week 21 (w/c 17<sup>th</sup> Dec). Students will present their work in groups during the festival and will prepare a few questions for the film director (when possible). In preparation for the festival, each group will write a synopsis of the short film (in English) to be included in the promotional materials for the festival. Attendance is compulsory and presentation of the short film is assessed.

<b>ULS TEACHING WEEK NUMBER</b>	<b>TASKS</b>	<b>DEADLINE</b>	<b>FEEDBACK</b>
1	Short film allocation	w/c 8 <sup>th</sup> Oct	w/c 15 <sup>th</sup> Oct
2-3	Transcription	w/c 22 <sup>nd</sup> Oct	w/c 29 <sup>th</sup> Oct
4-5	Script translation	w/c 5 <sup>th</sup> Nov	w/c 12 <sup>th</sup> Nov
6-8	Subtitling	w/c 26 <sup>th</sup> Nov	w/c 3 <sup>rd</sup> Dec
9-11	Spanish Short Film Festival  Submission of final private reflective diary	w/c 17 <sup>th</sup> Dec	w/c 21 <sup>st</sup> Jan

**French and German: individual formative translation of a range of target language sources to produce a written exposé (600 words in the target language) of a current social, economic or political issue in the target language country/countries.**

You must thoroughly research your chosen issue of the target language country and evidence research from at least eight target language sources which are fully and correctly referenced within the body of your exposé text and in your references list.

**Online Submission deadline: SHU week 21 (Friday 21/12/18 at 15.30) with formative feedback provided by your tutor by SHU week 18 (w/c 26/11/18).**

**ULS STAGE STAGE 5  
MARKING CRITERIA - Task 1 (semester 1 assessment task)  
Subtitling project**

**For Spanish students only**

<b>TRANSCRIPTION AND TRANSLATION (Group) (30%)</b>	
21-30 (1st)	A complete and accurate translation of the source audiovisual text has been provided without omissions, additions or distortions. Good awareness of intercultural differences and ability to express these well.
18-20 (2.1)	A translation of the source audiovisual text has been provided despite several minor omissions, additions or distortions. Some awareness of intercultural differences and ability to express these appropriately in most parts.
15-17 (2.2)	A translation of the source audiovisual text has been provided but with some mistranslations which show some lack of understanding at times. Reasonable awareness of intercultural differences and ability to express these despite occasional lapses.
12-14 (3rd)	A translation of the source audiovisual text has been provided but with some mistranslations fundamental to the course. Some awareness of intercultural differences and ability to express these despite frequent lapses.
0-11 (fail)	A translation of the source audiovisual text has been provided with too many mistranslations to the extent that the translation differs significantly from the original text in several sections and little or no understanding of the original script is demonstrated. Very limited awareness of intercultural differences and ability to express these.

<b>SUBTITLING (Group) (30%)</b>	
21-30 (1st)	The subtitles read like an authentic piece of writing in the target language. Good synchronization and readability. Orthography and punctuation are accurate.
18-20 (2.1)	The subtitles read like a very close authentic piece of writing in the target language. Very few lapses on the synchronization in the most difficult parts. Orthography and punctuation contain some minor errors.
15-17 (2.2)	The subtitles read like a satisfactory piece of writing in the target language overall but lacking in fluency in places. Some lapses on the synchronization which are not always appropriate. There are several errors, some major, in orthography and punctuation.
12-14 (3rd)	The subtitles are adequate but interference from the original script is noticeable in many sections. Synchronization lacks in fluency; few indications of stylistic awareness. Numerous major errors in orthography and punctuation.
0-11 (fail)	Interference from the original audiovisual text is noticeable throughout the translation, making the English subtitles almost incomprehensible. No attempt to capture the style of the original. A very high degree of error in orthography and punctuation.

<b>TEAMWORK AND PRESENTATION (Group) (20%)</b>	
14-20 (1st)	Outstanding evidence of teamwork in planning and very cohesive final product and presentation. Very confident and comprehensive delivery during the presentation.
12-13 (2.1)	Clear evidence of teamwork in planning and cohesive final product and presentation. Confident and comprehensive delivery during the presentation.
10-11 (2.2)	Some evidence of teamwork in planning and reasonably cohesive final product and presentation. A little hesitation during the presentation.
8-9 (3rd)	Little evidence of teamwork in planning. Final product lacks cohesion and presentation. Hesitant delivery during the presentation.

0-7 (fail)	Very little or no evidence of teamwork in planning and incohesive final product and presentation. Very hesitant delivery during the presentation\.
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<b>PRIVATE REFLECTIVE JOURNAL (Individual) (20%)</b>	
14-20 (1st)	Excellent reflective practice. Excellent evaluation and critical analysis of learning from the module.
12-13 (2.1)	Good evidence of reflective practice. Detailed analysis and evaluation of module and value to learning.
10-11 (2.2)	Quite detailed description of learning. Evidence of evaluation but over descriptive and lacking analysis.
8-9 (3rd)	Some key points identified. Limited evaluation.
0-7 (fail)	No key points identified. No or very limited evidence of evaluation.

**ULS STAGE 5  
MARKING CRITERIA - Task 1 (semester 1 assessment task)  
Written Exposé marking criteria**

**For French and German students only**

<b>CONTENT (50)</b>	
40-50 (1st)	The content is outstanding within the terms of the task and also shows ample evidence of original thinking/research in relation to this level of study. Use of a wide range of entirely appropriate source material.
35-39 (1st)	The content is fully developed and presented clearly and logically. Some signs of original thinking/research in relation to this level of study. A large variety of appropriate sources have been selected. Evidence of detailed understanding of the topic.
30-34 (2:1)	The content is interesting and relevant with no significant omissions. A number of quality sources have been used. Clear understanding of the topic.
25-29 (2:2)	Satisfactory content conveying most of the required information. A range of sources has been used and there is evidence of a general understanding of the topic.
20-24 (3rd)	Some information is conveyed although the content displays major deficiencies. A limited range of sources has been used.
11-19 (Fail)	Insufficient content to fulfil the requirements of the task. Inadequate use of source material.
0-10 (Fail)	Virtually no content. No source material selected.

<b>ACCURACY OF LANGUAGE (20)</b>	
16-20 (1st)	Virtually free of errors.
14-15 (1st)	Only occasional minor errors.
12-13 (2:1)	Command of basic grammatical structures is sound and errors occur only in the most difficult areas.
10-11 (2:2)	Text shows awareness of grammatical structures covered although the application of these is inconsistent.

8-9 (3rd)	Text comprehensible in spite of major inaccuracies.
4-7 (Fail)	Errors so numerous and serious that comprehension is impeded.
0-3 (Fail)	Errors are so numerous and elementary that comprehension is impossible.

<b>USE OF LANGUAGE (30)</b>	
24-30 (1st)	An outstanding command of the necessary vocabulary and structures. Text of a very high standard for this level of study.
21-23 (1st)	A confident command of the necessary vocabulary and structures for this level of study. An awareness and appropriate use of idiomatic expressions and/or register.
18-20 (2:1)	Good. A good range of vocabulary and an ability to handle complex sentences at this level of study, despite one of two minor lapses.
15-17 (2:2)	Satisfactory. A satisfactory range of expressions and structures. Register mostly appropriate.
12-14 (3rd)	Text comprehensible but a limited range of structures and vocabulary. Register not always appropriate.
6-1 (Fail)	Text difficult to understand. Many ambiguities caused by misuse of words and phrases.
0-5 (Fail)	Text impossible to understand. Major interferences from mother tongue.