

ULS Stage 1

2018/19

Assessment Details

Semester 1

LEARNING OUTCOMES

LO Ref	Learning Outcome
1	Obtain general and specific information from short written texts, and spoken utterances about predictable activities in simple everyday contexts, and orally communicate and request both personal and general information in a variety of well-defined, social and work situations
2	Produce written texts giving personal and familiar information in a standard format
3	Accurately apply the grammatical points and the range of structures appropriate for this stage of study, and work independently on a range of language tasks contained in a programme of directed learning.

Task 1 - Summative test

Weighting - 25%

Assessment in normal class time - SHU week 20 (w/c 10/12/18)

75 minutes

Assessment guidelines

- This test is designed to test your reading, listening, writing, and grammar skills and is based on the work you have covered throughout the semester
- You will be allowed to submit only once.
- The test instructions will be in the target language so it is important to familiarise yourself with this vocabulary from the exercises you complete in class.
- You have 1 hour 15 minutes to complete all parts of this test.
- **For European languages, you must submit your test online before beginning the final writing section, which is completed on paper.**
- No reference materials or dictionaries are permitted for this assessment.
- If you have any problems during the assessment, raise your hand.
- Your written assessment must be your original words and cannot be a reproduction (in part or in full) of existing texts online or of texts you have studied in class or which have been provided by your tutor. Your assessment is your opportunity to demonstrate your learning as a beginner or near beginner in the language.

Task 2 - Pair role play

Weighting - 25%

3-4 minutes per pair

You will perform this assessment in pairs, but you are assessed individually.

Role play instructions made available - SHU week 18 (w/c 26/11/18)

Assessment in normal class time - SHU week 21 (w/c 17/12/18)

Assessment guidelines

- You will carry out a role-play based on the instructions.
- You will prepare your oral assessment with a partner of your choice.
- In the oral assessment you will speak with your partner and your tutor will also join in the conversation by asking you simple questions related to what you have just said. It is therefore important that you also learn and practice your communication phrases such as Can you repeat please? etc.
- The conversation should last approximately 3-4 minutes per pair.
- You are allowed 5 words in English (not in the target language), **or** 5 visuals **or** 5 pinyin for students of Mandarin or a combination of these to a maximum of 5 to refer to during your oral assessment.
- Your 5 words cannot include conjugated verbs (for example, you can include to have, but not I have).
- You should write your 5 words on the form provided by your tutor
- Your 5 words will be checked by your tutor before the start of the recording time
- You will be given a maximum of 5 minutes per pair to record your role-play.
- You must be sure to complete your full role play within the maximum 5 minutes recording time per pair.
- Your oral assessment must be your original words and cannot be a reproduction (in part or in full) of existing texts online or of texts you have studied in class or which have been provided by your tutor. Your assessment is your opportunity to demonstrate your learning as a beginner or near beginner in the language.
- If you have prepared a script for your side of the conversation, you must bring to the assessment a paper copy of your script, and submit it to your tutor. This is for the benefit of your tutor and the external examiner only. You will not be able to refer to this script during the assessment.
- If you are two males, or two females speaking together, include each other's name at regular intervals during the dialogue. This may sound slightly unnatural, but will help the internal moderator and the external examiner distinguish between your voices when moderating your assessment.

ULS MARKING CRITERIA ORAL ASSIGNMENTS - STAGE 1 – SEMESTER 1

CONTENT (25%)	
22-25 (1st)	Content is full and expanded upon with additional appropriate information from the student.
18-21 (1st)	All of the required information is conveyed and expanded upon.
15-17 (2:1)	All of the required information is conveyed, but additional information is not included.
13-14 (2:2)	Some but not all of the required information is conveyed.
10-12 (3rd)	Student succeeds in sustaining interaction despite communicating only limited information.
5-9 (Fail)	Barely any relevant information conveyed.
0-4 (Fail)	No relevant information conveyed.

ACCURACY (20%)	
16-20 (1st)	Virtually free of grammatical errors.
14-15 (1st)	An ability to manipulate more complicated structures. Errors are only of a very minor nature.
12-13 (2:1)	Taught structures are mastered and on the whole used accurately. Errors occur infrequently.
10-11 (2:2)	Some ability to handle taught structures successfully to convey the information required despite a number of errors. These errors impede the communication of information on a small number of occasions.
8-9 (3rd)	Some communication despite a large number of errors even in the most basic grammatical structures for the student's linguistic level. These errors impede the communication of information quite frequently.
4-7 (Fail)	Frequency and type of errors are a major barrier to communication. These errors frequently impede the communication of information.
0-3 (Fail)	Virtually no communication due to frequency and type of errors.

USE OF LANGUAGE (20%)	
16-20 (1st)	A very wide range of structures, tenses, idiom, advanced and authentic vocabulary for this stage of study, used to very effectively for this stage of study.
14-15 (1st)	A wide range of structures, tenses, idiom, advanced and authentic vocabulary for this stage of study, used effectively for this stage of study.
12-13 (2:1)	Taught structures and vocabulary are used successfully.
10-11 (2:2)	Some ability to use taught structures successfully to convey the information required despite a number of errors.
8-9 (3rd)	Few taught structures are used successfully.
4-7 (Fail)	An inability to correctly use taught structures.
0-3 (Fail)	No evidence of correct use of taught structures.

PRONUNCIATION (20%)	
16-20 (1st)	Accent and intonation excellent given the linguistic level of the student.
14-15 (1st)	Accent and intonation very good given the linguistic level of the student.
12-13 (2:1)	Speech is easily comprehensible despite occasional minor errors of pronunciation and intonation.
10-11 (2:2)	Largely intelligible, but several errors of pronunciation and intonation
8-9 (3rd)	Overall message intelligible but basic errors cause frequent difficulty in comprehension.
4-7 (Fail)	Virtually unintelligible. Very difficult for a native speaker to follow.
0-3 (Fail)	Completely unintelligible. Impossible for a native speaker to follow.

FLUENCY (15%)	
14-15 (1st)	Flow of dialogue is natural with immediate responses from the student. Excellent communication in interaction with the tutor.
11-13 (1st)	Information readily exchanged with only minor hesitations. Very good communication in interaction with the tutor.
9-10 (2:1)	Student able to communicate very successfully despite occasional pauses and hesitations. Good communication in interaction with the tutor.
8 (2:2)	Communication is largely successful in spite of some hesitations. Reasonable communication in interaction with the tutor.
6-7 (3rd)	Some communication occurs but delivery is halting and disconnected. Little communication in interaction with the tutor.
3-5 (Fail)	Some effort is made to sustain dialogue, but this is largely unsuccessful. Almost no communication in interaction with the tutor.
0-2 (Fail)	Virtually no communication occurs. Dialogue is extremely slow and disjointed. No communication in interaction with the tutor.

Semester 2

LEARNING OUTCOMES

LO Ref	Learning Outcome
1	Obtain general and specific information from short written texts, and spoken utterances about predictable activities in simple everyday contexts, and orally communicate and request both personal and general information in a variety of well-defined, social and work situations
2	Produce written texts giving personal and familiar information in a standard format
3	Accurately apply the grammatical points and the range of structures appropriate for this stage of study, and work independently on a range of language tasks contained in a programme of directed learning.

Task 3 - Summative test

Weighting - 25%

Assessment in normal class time - SHU week 37 (w/c 08/04/19)

75 minutes

Assessment guidelines

- This test is designed to test your reading, listening, writing, and grammar skills and is based on the work you have covered throughout the semester
- You will be allowed to submit only once.
- The test instructions will be in the target language so it is important to familiarise yourself with this vocabulary from the exercises you complete in class.
- You have 1 hour 15 minutes to complete all parts of this test.
- **For European languages, you must submit your test online before beginning the final writing section, which is completed on paper.**
- No reference materials or dictionaries are permitted for this assessment.
- If you have any problems during the assessment, raise your hand.

- Your written assessment must be your original words and cannot be a reproduction (in part or in full) of existing texts online or of texts you have studied in class or which have been provided by your tutor. Your assessment is your opportunity to demonstrate your learning as a beginner or near beginner in the language.

Task 4 – Oral assessment

Weighting - 25%

7 minutes per pair

You will perform this assessment in pairs, but you are assessed individually.

Oral instructions made available - SHU week 34 (w/c 18/03/19)

Assessment in normal class time - SHU week 37 (w/c 08/04/19)

Assessment guidelines

- You will carry out an individual oral assessment based on the instructions.
- The instructions will give you guidance on the themes which you need to prepare for your oral assessment.
- You will prepare your oral assessment with a partner of your choice.
- In the oral assessment you will speak with your partner and your tutor will also join in the conversation by asking you simple questions related to what you have just said. Your tutor will also ask you four supplementary, extension questions, related to the themes of the semester 2 oral, and the themes and language covered in semester 2, including questions in the past and future tenses, as appropriate to the European language you are studying. It is therefore important that you also learn and practice your communication phrases such as Can you repeat please? etc. and that you are confident in producing the past and future tense, as appropriate to the European language you are studying.
- Your oral assessment must be your original words and cannot be a reproduction (in part or in full) of existing texts online or of texts you have studied in class or which have been provided by your tutor. Your assessment is your opportunity to demonstrate your learning as a beginner or near beginner in the language.
- Your oral assessment should last 7 minutes per pair.
- The dialogue with your partner should last a maximum of 4 minutes. This will then be followed by 3 minutes for spontaneous questions to you and your partner, asked by your tutor.
- You will be allowed a new paper copy of the oral assessment instructions to refer to during your recording.
- Prior to the assessment day, you should write down your choice of 10 words, **or** visuals **or** pinyin in the target language (not English) to refer to during your oral recording.
- Your 10 words cannot include conjugated verbs (for example, you can include to go, but not I went).
- You should write your 10 words on the form provided by your tutor.
- Your 10 words will be checked by your tutor before the start of the recording time.
- No dictionaries or other reference material will be allowed when recording your oral.
- You will be given a maximum of 8 minutes to record your assessment.

- If you have prepared a script for your side of the dialogue, you must bring to the assessment a paper copy of your script, and submit it to your tutor. This is for the benefit of your tutor and the external examiner only. You will not be able to refer to this script during the assessment.
- If you are two males, or two females speaking together, include each other's name at regular intervals during the dialogue. This may sound slightly unnatural, but will help the internal moderator and the external examiner distinguish between your voices when moderating your assessment.

ULS MARKING CRITERIA

ORAL ASSIGNMENTS - STAGE 1 – SEMESTER 2

CONTENT (25%)	
22-25 (1st)	Content is full and expanded upon with additional appropriate information from the student.
18-21 (1st)	All of the required information is conveyed and expanded upon.
15-17 (2:1)	All of the required information is conveyed, but additional information is not included.
13-14 (2:2)	Some but not all of the required information is conveyed.
10-12 (3rd)	Student succeeds in sustaining interaction despite communicating only limited information.
5-9 (Fail)	Barely any relevant information conveyed.
0-4 (Fail)	No relevant information conveyed.

ACCURACY (20%)	
16-20 (1st)	Virtually free of grammatical errors.
14-15 (1st)	An ability to manipulate more complicated structures. Errors are only of a very minor nature.
12-13 (2:1)	Taught structures are mastered and on the whole used accurately. Errors occur infrequently.
10-11 (2:2)	Some ability to handle taught structures successfully to convey the information required despite a number of errors. These errors impede the communication of information on a small number of occasions.
8-9 (3rd)	Some communication despite a large number of errors even in the most basic grammatical structures for the student's linguistic level. These errors impede the communication of information quite frequently.
4-7 (Fail)	Frequency and type of errors are a major barrier to communication. These errors frequently impede the communication of information.
0-3 (Fail)	Virtually no communication due to frequency and type of errors.

USE OF LANGUAGE (20%)	
16-20 (1st)	A very wide range of structures, tenses, idiom, advanced and authentic vocabulary for this stage of study, used very effectively for this stage of study.
14-15	A wide range of structures, tenses, idiom, advanced and authentic vocabulary for this

(1st)	stage of study, used effectively for this stage of study.
12-13 (2:1)	Taught structures and vocabulary are used successfully.
10-11 (2:2)	Some ability to use taught structures successfully to convey the information required despite a number of errors.
8-9 (3rd)	Few taught structures are used successfully.
4-7 (Fail)	An inability to correctly use taught structures.
0-3 (Fail)	No evidence of correct use of taught structures.

PRONUNCIATION (20%)	
16-20 (1st)	Accent and intonation excellent given the linguistic level of the student.
14-15 (1st)	Accent and intonation very good given the linguistic level of the student.
12-13 (2:1)	Speech is easily comprehensible despite occasional minor errors of pronunciation and intonation.
10-11 (2:2)	Largely intelligible, but several errors of pronunciation and intonation
8-9 (3rd)	Overall message intelligible but basic errors cause frequent difficulty in comprehension.
4-7 (Fail)	Virtually unintelligible. Very difficult for a native speaker to follow.
0-3 (Fail)	Completely unintelligible. Impossible for a native speaker to follow.

FLUENCY (15%)	
14-15 (1st)	Flow of dialogue is natural with immediate responses from the student. Excellent communication in interaction with the tutor.
11-13 (1st)	Information readily exchanged with only minor hesitations. Very good communication in interaction with the tutor.
9-10 (2:1)	Student able to communicate very successfully despite occasional pauses and hesitations. Good communication in interaction with the tutor.
8 (2:2)	Communication is largely successful in spite of some hesitations. Reasonable communication in interaction with the tutor.
6-7 (3rd)	Some communication occurs but delivery is halting and disconnected. Little communication in interaction with the tutor.
3-5 (Fail)	Some effort is made to sustain dialogue, but this is largely unsuccessful. Almost no communication in interaction with the tutor.
0-2 (Fail)	Virtually no communication occurs. Dialogue is extremely slow and disjointed. No communication in interaction with the tutor.