**TASK 1 – Translation (50%):**

**Learning outcomes:**

- Produce accurate and stylistically-equivalent written translations in English of a wide range of text types in the foreign language relating to the social, political, commercial, technological and economic environment of the foreign language country/countries.

**Instructions:**
You will translate a text from the target language into English. You will be given the text on the day of the assessment. Your translation is to be included in an English-speaking business journal, so you should aim to produce a text in English that reflects both the content and the style of the original text.

Time allowed: **1 hour 30 minutes**

**Reference resources (specific corpus-based and bilingual dictionaries) allowed for the translation will be specified by your module leader. You may also use the language tools available in Word.**

Translation assessments will take place in SHU week 20 (w/c 10th December 2018).

**ULS (STAGES 5 & 6)
MARKING CRITERIA - TRANSLATIONS (T.L. TO ENGLISH)**

| Accuracy (40%) | |
|---|---|
| **28-40 (1st)** | The translation fully conveys the correct meaning of the original text, with no more than occasional, minor inaccuracies (or, possibly, an isolated, incorrect rendering). |
| **24-27 (2.1)** | The overall meaning is conveyed correctly, despite some inaccuracies which may include significant errors, providing these do not seriously impede the reader's understanding. |
| **20-23 (2.2)** | The meaning of the original text is conveyed although understanding of the translation is increasingly undermined by mistranslations towards the bottom end of this category. |
| **16-19 (3rd)** | The translation shows some understanding of the original text but it suffers from a substantial number of incorrect renderings, sometimes demonstrating gaps in vocabulary fundamental to the course. |
| **0-15 (fail)** | The translation does not convey the meaning of the original text, demonstrating little or no understanding of it. Many of the mistranslations stem from inadequate knowledge of the L2, particularly in respect of its vocabulary and structures. |

| Style/register (40%) | |
|---|---|
| **28-40 (1st)** | The translation reads like an equivalent, original text in English. It fully captures the style and tone of the original and demonstrates flair, imagination and a high level of fluency when coping with the more challenging elements. |
| **24-27(2.1)** | Style and tone of the original text is generally captured, despite |

| | occasional lapses where its influence has resulted in a small number of literal passages of inauthentic English. Sensitivity towards the activity of translation is limited. |
|---|---|
| **20-23 (2.2)** | The translation is inconsistent in capturing the style of the original. A significant number of passages contain literal renderings, producing inappropriate English which lacks fluency. There is only limited awareness of the nature of translation. |
| **16-19 (3rd)** | The translation rarely resembles an original English text. There is little fluency and scarcely any stylistic awareness. |
| **0-15 (fail)** | There is no attempt to capture the style or tone of the original, nor any apparent awareness of the need for this. As a result, the English version is frequently incomprehensible |

| Lexis/Idiom/Figures of Speech etc. (20%) | |
|---|---|
| **14-20 (1st)** | Consistently appropriate rendering of vocabulary and terminology. The translation copes extremely well with idioms, metaphors, culture-bound allusions included in the original text. |
| **12-13 (2.1)** | The vocabulary and terminology of the original and idioms, metaphors and culture-bound allusions are mostly translated in an appropriate manner. |
| **10-11 (2.2)** | Some of the vocabulary and terminology of the original and idioms, metaphors and culture-bound allusions are translated in an appropriate manner. However, there are a number of lapses. |
| **8-9 (3rd)** | Vocabulary, and terminology are occasionally dealt with appropriately and, at times, there is an attempt to translate idioms, metaphors and culture-bound allusions. However, there are frequent lapses in this category. |
| **0-7 (fail)** | Choice of vocabulary, and terminology is very rarely appropriate and there is little or no attempt to translate idioms, metaphors and culture-bound allusions. |

## TASK 2 – Portfolio and Oral Presentation (50%)

**Learning outcomes:**

- Locate, analyse and synthesize information from a variety of general and specialist sources to produce accurate written and oral communications in your own specialism.
- Develop independent language learning techniques and the ability to reflect in order to enable you to direct your own learning outside the classroom.

## Part A – Portfolio (25%):

**Instructions:**
You will be required to produce **a portfolio** during Semester 2. The portfolio and essay/report will be marked jointly according to the criteria listed at the end of this booklet. The portfolio will document the research and your exploitation of the sources done in preparation for the essay/report.

**General content**
You should include a minimum of **four** pieces of work which will inform the writing of the final essay/report **plus** the **planning record**, the **self-evaluation sheet**, the slides and/or audio-recording of your **mini-presentation** which will take place in SHU week 30 (w/c 18th

February 2019) and your **final essay/report**. You may wish to illustrate some of your summaries/analyses with diagrams/charts or even relevant photographs. Photocopies of articles, relevant extracts from books/journals etc., may be inserted as supporting evidence but they must **always** be accompanied by your **own** summary and/or analysis.

Your portfolio must be submitted in SHU week 37 (w/c 8th April 2019).

**Part B – Oral presentation (25%):**

**Instructions:**

You will be giving a **10-minute oral presentation** of the **key aspects/findings** of your **essay/report**, followed by questions.

The presentation will last **10 minutes** followed by questions from your tutor and your peers and will take place in class in SHU week 37 (w/c 8th April 2019).

You are allowed to take notes during the exercise or ask for clarification at any point.

## ULS STAGE 6
## MARKING CRITERIA – PORTFOLIOS

| CONTENT (40%) | |
|---|---|
| 35-40<br>1st | Outstanding. The content is of an exceptionally high quality. There is ample evidence of intelligent use of source material and much original thought. The portfolio contains a wealth of appropriately selected and thoroughly analysed source material from a variety of media. |
| 28-34<br>1st | Very good. The content is well thought out and based on intelligent reading. Sequence of ideas is logically presented and supported by ample evidence from different media well documented in the portfolio. Some signs of original thinking. |
| 24-27<br>2:1 | Good. The content is interesting and relevant. The ideas are clearly ordered and convincingly presented despite some minor omissions. Evidence, on the whole, is well chosen and properly used. The portfolio contains appropriate source material from different media with some interesting analysis. |
| 20-23<br>2:2 | Satisfactory. The subject has been clearly understood. The content is satisfactory despite a few omissions. The ideas are generally coherent and supported by some use of evidence. The portfolio contains some relevant information with limited analysis. |
| 16-19<br>3rd | Barely adequate. The subject has been understood but some serious omissions in the content with little use of evidence. An attempt has been made to present contents coherently despite some lapses or divergences. The portfolio contains minimum information and little analysis of the material. |
| 10-14<br>Fail | Poor. There is much irrelevant material and/or serious omissions in content. Little coherence in sequence of ideas. Little or no use of evidence. The portfolio contains little relevant information and very superficial analysis of the material, if any. |
| 0-9<br>Fail | Very poor. The work is very thin with no coherence. Little or no use of evidence, e.g. statistics, original sources. Subject may have been misunderstood. The portfolio has hardly any relevant information and no analysis. |

| PLANNING, ORGANISATION AND PRESENTATION (20%) | |
|---|---|
| 16-20<br>1st | Outstanding. The work is well planned with well-defined objectives. There is clear evidence of reflection. The portfolio is clearly and logically set out. The essay/report is exceptionally well ordered, each part being related to the other parts in an exemplary manner. Presentation of both portfolio tasks and essay/report is excellent. |
| 14-15<br>1st | Very good. The work is well planned with clear objectives. There is evidence of reflection. The essay/report is well ordered, each part being clearly related to the other parts. Presentation is generally very good. |
| 12-13 (2:1) | Good. The work has been adequately planned with clear objectives. There is some evidence of reflection. The essay/report has been logically structured and attention has been paid to most aspects. Presentation is generally of a good standard. |
| 10-11 (2:2) | Satisfactory. Some evidence of planning and reflection but objectives not always clearly defined. The essay/report has been fairly logically structured, but certain aspects have been developed disproportionately to others. Minor deficiencies in presentation. |
| 8-9 (3rd) | Barely adequate. Some evidence of planning but the objectives lack clarity. Very limited reflection if any. An attempt to structure the essay/report but the central argument is difficult to follow. Some deficiencies in presentation. |
| 4-7 (Fail) | Poor. Little evidence of planning. No reflection .The essay/report lacks structure and coherence. Poor presentation. |
| 0-3 (Fail) | Very poor. A slapdash collection of disorganised elements both in the portfolio and the essay/report. No evidence of planning or reflection. Very poor presentation. |

| ACCURACY OF LANGUAGE (20%) | |
|---|---|
| 16-20 (1st) | Outstanding. Virtually error free. |
| 14-15 (1st) | Very good. Grammatical structures are understood and are used accurately. There is a minimum of errors and those are of a very minor nature. |
| 12-13 (2:1) | Good. Basic grammar is sound. Tenses and agreement are reliable and errors occur only in the most difficult areas. |
| 10-11 (2:2) | Satisfactory. The grammatical structures are known but success in applying them is inconsistent, especially in less common structures. |
| 8-9 (3rd) | Barely adequate. Many sentences contain errors but comprehension is not impeded. |
| 4-7 (Fail) | Poor. Most sentences contain a serious error due to gaps in basic grammar. |
| 0-3 (Fail) | Very poor. Errors are elementary and so numerous that they impede comprehension. |

| USE OF LANGUAGE (20%) | |
|---|---|
| 16-20 (1st) | Outstanding. Highly appropriate use of vocabulary, grammatical structures, idiomatic expression and register. The level of language competence approaches that of an educated native speaker. |
| 14-15 (1st) | Very good. Confident command of language demonstrated in varied use of vocabulary and grammatical structures. An appropriate use of idiomatic expression and register. |
| 12-13 (2:1) | Good. A good range of vocabulary and an ability to handle complex sentences, despite one or two minor lapses. |
| 10-11 (2:2) | Satisfactory. There is a satisfactory range of expression with only occasional ambiguities. |
| 8-9 (3rd) | Barely adequate. Text can be easily understood but there is a limited range |

| | of expressions and some ambiguities. |
|---|---|
| 4-7 (Fail) | Poor. Text difficult to understand due to poor use of vocabulary and grammatical structure. |
| 0-3 (Fail) | Very poor. Text almost impossible to understand due to extremely poor command of both vocabulary and grammar. |

## ULS STAGE 6
## MARKING CRITERIA – PRESENTATIONS

| LINGUISTIC ELEMENTS (40%) | |
|---|---|
| 28-40 (1st) | Complex grammatical structures and wide vocabulary used in relation to this level of study. Virtually free of errors. Accent and intonation are comparable for the most part to those of a native speaker. |
| 24-27 (2:1) | Most sentences are correct. Few serious errors of grammar or style. Good grasp of basic grammar. Good pronunciation. Very clear delivery. |
| 20-23 (2:2) | A reasonable command of grammatical structures despite a few errors. The vocabulary is appropriate but not very varied. The pronunciation is satisfactory for this level of study. |
| 16-19 (3rd) | A reasonable command of grammatical structures despite quite a number of basic mistakes. Comprehensible on the whole despite occasional difficulty due to errors in pronunciation. The vocabulary is appropriate albeit very limited in terms of range and complexity. |
| 0 -15 (Fail) | Most sentences contain serious grammatical errors. Difficult to understand. |

| PRESENTATION SKILLS (20%) | |
|---|---|
| 14-20 (1st) | Excellent and appropriate number of supportive visual aids: good impact, clear, giving relevant information. Presentation delivered in a highly professional manner: good independence from written notes. |
| 12-13 (2:1) | Visual materials supported the message well. Notes only read at times. |
| 10-11 (2:2) | Appropriate visual aids, but lacking in clarity at times. Written notes were read but effort was made to be independent some of the time. |
| 8-9 (3rd) | Some visual material presented but the quality and/or quantity does not allow for support of the whole message. A tendency to rely on notes. |
| 0-7 (Fail) | Lack of visual aids. No independence at all. Student reading notes throughout the presentation. |

| CONTENT (40%) | |
|---|---|
| 28-40 (1st) | Coherent, logical structure. Presentation covered all aspects of subject. Ample evidence of originality of material, ideas and/or approach. Answered most questions fully. |
| 24-27 (2:1) | Presentation addressed the chosen subject well. Well-organised and coherent structure. Evidence of originality of material, ideas and/or approach. Answered most questions well and in detail. |
| 20-23 (2:2) | Generally well organised but one or two elements missing. Some originality of material and ideas. Answered most questions in detail. |
| 16-19 (3rd) | The content is adequate but structure is unbalanced with some elements missing. Some very limited original research. Limited answers to questions. |
| 0-15 (Fail) | Presentation did not cover the subject with many elements missing. Illogical structure. Some errors in the information presented. No evidence of additional research. Had difficulty answering questions. |