

**University Language Scheme  
2018/19  
Stage 3  
Assessment Details**

**TASK 1, Part A – Individual oral presentation (25%)**

**Learning outcomes:**

- deliver simple, guided presentations in the target language
- accurately apply the grammatical points and range of structures appropriate for this stage of study
- display a substantial degree of initiative in selecting appropriate material for inclusion in the productive language tasks

**Instructions:**

**This assessment will take place in class in SHU week 21 (w/c 17<sup>th</sup> December 2018).**

You will give an individual presentation of a cultural aspect of life/living in the target language country to an audience of fellow students. Instructions for this task will be discussed in class in SHU week 11 (w/c 8<sup>th</sup> October 2018).

Notes of a maximum of 20 words in the target language are allowed. You must not simply read from a prepared script.

Length: 5-7 minutes.

You will be asked a question or questions by your tutor at the end of your presentation.

Your presentation topic must be approved by your tutor by SHU week 18 (w/c 26<sup>th</sup> November 2018).

An electronic version of your presentation slides must be submitted to your tutor at the time of the assessment.

**Marking criteria:**

The marking criteria for the presentation are as follows:

CONTENT (structure of talk, coverage of subject, originality of ideas and approach):	30%
ACCURACY (ability to use language structures accurately):	20%
USE OF LANGUAGE (accuracy, fluency, range of vocabulary and structures):	20%
PRESENTATION AND FLUENCY (addressing audience, use of visual aids, independence from notes, ability to answer questions):	20%
PRONUNCIATION (quality of accent and intonation):	10%

## **TASK 1, Part B – Listening, reading, grammar and writing test (25%)**

### **Learning outcomes:**

- Obtain general and specific information from live and recorded conversations, discussions and presentations;
- Obtain general and specific information from authentic written sources, e.g. newspaper/magazine articles;
- Produce written texts using an appropriate register and range of structures to fulfil routine work or social requirements, e.g. formal letter requesting information, short report;
- Accurately apply the grammatical points and range of structures appropriate for this stage of study;
- Identify strengths and weaknesses in language learning skills and draw up an action plan to address the needs identified.

### **Instructions:**

Blackboard-based reading & listening comprehension activities (75 minutes) and a separate 300-word (+/-10%) writing activity (45 minutes) will be completed in class time as a two-hour assessment in SHU week 20 (w/c 10<sup>th</sup> December 2018). The test is weighted as follows: listening 20%, reading 20%, grammar 20%, writing 40%. Three possible writing topics to prepare will be shared with students in SHU week 16 (w/c 12<sup>th</sup> November 2018). Dictionaries are not allowed, but glossaries may be provided at the tutor's discretion.

## **TASK 2, Part A – Pair oral discussion (25%)**

### **Learning outcomes:**

- Participate in discussions on familiar, everyday topics, e.g. work, leisure, and social issues;
- accurately apply the grammatical points and range of structures appropriate for this stage of study;
- display a substantial degree of initiative in selecting appropriate material for inclusion in the productive language tasks;

### **Instructions:**

A role play in pairs to discuss a topic of social significance, e.g. health, the environment, etc. **You and your partner need to take opposing stances and try to reach a compromise.**

**This assessment will take place in class in SHU week 37 (w/c 8<sup>th</sup> April 2019).**

Instructions for this task will be discussed in class in SHU week 32 (w/c 4<sup>th</sup> March 2019).

Your tutor will ask questions to both partners. You will be expected to provide appropriate responses and elaborate on your responses.

Notes of a maximum of 20 words in the target language are allowed. Length: 6-8 minutes.

### **Marking criteria:**

The marking criteria for the oral role play are as follows:

## CONTENT

(structure of conversation, coverage of subject, originality of ideas and approach):	30%
ACCURACY (ability to use language structures accurately):	20%
USE OF LANGUAGE (accuracy, fluency, range of vocabulary and structures):	20%
FLUENCY/SPONTANEITY (natural communication and response to tutor's questions):	20%
PRONUNCIATION (quality of accent and intonation):	10%

## **TASK 2, Part B – Listening, reading, grammar and writing test (25%)**

### **Learning outcomes:**

- Obtain general and specific information from live and recorded conversations, discussions and presentations;
- Obtain general and specific information from authentic written sources, e.g. newspaper/magazine articles;
- Produce written texts using an appropriate register and range of structures to fulfil routine work or social requirements, e.g. formal letter requesting information, short report;
- Accurately apply the grammatical points and range of structures appropriate for this stage of study;
- Identify strengths and weaknesses in language learning skills and draw up an action plan to address the needs identified

### **Instructions:**

Blackboard-based reading & listening comprehension activities (75 minutes) and a separate 300-word (+/-10%) writing activity (45 minutes) will be completed in class in SHU week 36 (w/c 1<sup>st</sup> April 2019). The test is weighted as follows: listening 20%, reading 20%, grammar 20%, writing 40%. Three possible writing topics to prepare will be shared with students in SHU week 32 (w/c 4<sup>th</sup> March 2019). Dictionaries are not allowed, but glossaries may be provided at the tutor's discretion.