

University Language Scheme

2018/19

Stage 4

Assessment Details

Throughout the module you will be engaged in independent study in addition to, and to prepare for the assessment tasks detailed below. You will be expected to reflect on the development of your language skills, and develop a personal action plan to build on your strengths and address areas which require focus. Your individual development will be discussed with your tutor during the module.

Semester 1

Your oral and grammar assessments take place in your normal class time. Your tutor will confirm your allotted oral assessment time in advance of the assessment week. These will therefore be your assessment deadlines.

Task 1: role play in pairs with the tutor – 25% of your module mark

Instructions

Role play in student pairs with the tutor. You choose the partner you wish to work with for this assessment. Your tutor and module leader will provide guidance on possible themes for your debate. Students are appearing on a topical radio show in the target language. Students must take on a role to discuss a controversial issue and take opposite views. You must thoroughly research your chosen issue of the target language country and evidence research from at least six target language sources during your contribution to the debate. You must inform your tutor of the theme of your debate in advance for their approval. **The discussion should last 5-7 minutes per student. Ensure that you speak for your full allotted time.**

The tutor will take the role of the radio presenter, and will introduce the discussion, and intervene with spontaneous questions and comments.

Mock role play with the foreign language assistant

It is essential to do a mock role-play with your foreign language assistant in order to get formative feedback for the assessed performance. Students must arrange the mock role play with their foreign language assistant, as directed by their tutor.

The mock role plays will take place in SHU in week 16

The assessed pair role plays with a fellow student and the tutor will take place in SHU week 18 and/or week 19, as directed by the tutor to allow for staggering across languages for dual linguists and for assessment of large groups.

Task 2: Semester 1 Grammar assessment – 25% of your module mark – 80 minutes

You will be tested on the grammar points, specific to the language, studied throughout the semester, consolidating and developing from the grammatical points required at 'A' level or equivalent study.

The grammar test will take place in class time in SHU week 21.

**ULS STAGE 4
MARKING CRITERIA: ROLE PLAY (25%)**

FLUENCY (15)	
12-15 (1 st)	Flow of dialogue is natural with immediate responses from student.
11 (1 st)	Information readily exchanged with only minor hesitations.
9-10 (2:1)	Student able to communicate very successfully despite occasional pauses and hesitations.
8 (2:2)	Communication is largely successful in spite of some hesitations.
6-7 (3 rd)	Some communication occurs but delivery is halting and disconnected.
5 (Fail)	Some effort is made to sustain dialogue, but this is largely unsuccessful.
0-4 (Fail)	Virtually no communication occurs. Dialogue is extremely slow and disjointed.

ACCURACY AND USE OF LANGUAGE (15)	
12-15 (1 st)	Virtually free of grammatical errors.
11 (1 st)	An ability to manipulate more complicated structures. Errors are only of a very minor nature.
9-10 (2:1)	Taught structures are mastered and on the whole used accurately. Errors occur infrequently.
8 (2:2)	Some ability to handle taught structures successfully to convey the information required despite a number of errors.
6-7 (3 rd)	Some communication despite a large number of errors even in the most basic grammatical structures for the student's linguistic level.
5 (Fail)	Frequency and type of errors are a major barrier to communication.
0-4 (Fail)	Virtually no communication due to frequency and type of errors.

CONTENT (15)

11-15 (1 st)	Coherent, logical structure. Presentation covered all aspects of subject, and demonstrated strong engagement with current issues and arguments in the target language country/countries. Ample evidence of originality of material, ideas and/or approach in relation to this level of study.
9-10 (2:1)	Presentation addressed the chosen subject well, and demonstrated effective engagement with current issues and arguments in the target language country/countries. Well organised and coherent structure. Evidence of originality of material, ideas and/or approach.
8 (2:2)	Generally well organised but one or two elements missing. Satisfactory engagement with current issues and arguments in the target language country/countries. Some originality of material and ideas.
6-7 (3 rd)	The content is adequate but structure is unbalanced with some elements missing. Minimal engagement with current issues and arguments in the target language country/countries. Some very limited original research.
0-5 (Fail)	Presentation did not cover the subject with many elements missing. Illogical structure. Some errors in the information presented. No evidence of additional research. No engagement with current issues and arguments in the target language country/countries.

Semester 2

Your oral and grammar assessments take place in your normal class time. Your tutor will confirm your oral assessment time in advance of the assessment week. These will therefore be your assessment deadlines.

Task 3: Individual oral presentation on a product or service – 25% of your module mark

The assessed presentations will take place in SHU week 34 and/or week 35, as directed by the tutor to allow for staggering across languages for dual linguists and for assessment of large groups.

Instructions:

The product or service chosen should be relevant to the student's specialism, and culturally appropriate for marketing to the target language country. The task takes the form of a formal presentation to a potential investor or agent who may wish to market this product or service in the target language country.

The presentation should include:

- a clear description of the product or service
- evidence of market research, including statistics and target language sources and case studies

- an analysis of why it would appeal to consumers in the target language country
- any cultural adaptations which would need to be made to the product or service
- its unique selling point and competitive advantage over other similar products or services already available in the target language country
- how the product or service would be marketed in the target language country

Length of presentation: 10 minutes. Ensure that you speak for the full time.

Brief notes in the target language or English are permitted. You must not simply read aloud from a prepared script.

Powerpoint slides must be prepared for this task. A paper copy of the slides must be submitted on the day of the assessment.

You will present to a small group of fellow students on the module.

Task 4: Semester 2 Grammar assessment – 25% of your module mark – 80 minutes

You will be tested on the grammar points, specific to the language, studied throughout the module.

The grammar test will take place in class time in SHU week 37.

ULS 4

MARKING CRITERIA: PRESENTATION (25%)

LINGUISTIC ELEMENTS (20%)		
14-20 (1 st)	Complex grammatical structures and wide vocabulary used in relation to this level of study. Virtually free of errors. Accent and intonation excellent for this level of study and comparable in some instances to those of a native speaker. .	
12-13 (2:1)	Most sentences are correct. Few serious errors of grammar or style. Good grasp of basic grammar. Good pronunciation. Very clear delivery.	
10-11 (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.	
8-9 (3 rd)	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.	
0-7 (Fail)	Most sentences contain serious grammatical errors. Difficult to understand.	

PRESENTATION SKILLS (10%)		
7-10 (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.	
6 (2:1)	Visual materials supported the message well. Notes only read at times.	
5 (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.	
4 (3 rd)	Some visual material presented but the quality and/or quantity does not allow for support of the whole message. A tendency to over rely on notes.	
0-3 (Fail)	Lack of visual aids. No independence at all. Student reading notes throughout the presentation.	

CONTENT (20%)		
14-20 (1 st)	Coherent, logical structure. Presentation covered all aspects of subject. Ample evidence of originality of material, ideas and/or approach in relation to this level of study. Strong evidence of effective use of market research, including statistics and target language sources and case studies.	
12-13 (2:1)	Presentation addressed the chosen subject well. Well organised and coherent structure. Evidence of originality of material, ideas and/or approach. Evidence of effective use of market research, including statistics and target language sources and case studies.	
10-11 (2:2)	Generally well organised but one or two elements missing. Some originality of material and ideas. Some evidence of market research, including statistics and target language sources and case studies, but this is not always used effectively.	
8-9 (3 rd)	The content is adequate but structure is unbalanced with some elements missing. Limited evidence of market research, including statistics and target language sources and case studies, but this is not always used effectively.	
0-7 (Fail)	Presentation did not cover the subject with many elements missing. Illogical structure. Some errors in the information presented. No evidence of additional research.	