

CULP Advanced Level

Assessment Framework

Assessment Methods

Formative assessment: Feedback is provided throughout the course, during the language classes and online (e-mail and/or the VLE).

Summative assessment is by participation and examination for listening, reading, writing and oral proficiency (presentation).

Assessment Breakdown

Students are assessed based on the following:

1. **Attendance – 5%**
2. **Participation – 5%**
3. **Written homework – 10%**
4. **Final Examination (Reading/Listening Comprehension and Writing) – 50%**
5. **Oral Presentation – 30%**

1. Attendance

Students should attend 80% of the sessions.

For every class missed without justification 1% is deducted.

2. Participation

Students are expected to do their homework and participate actively in class work.

Marks are 1-5 % while 0 is not an option.

3. Written homework

Write a 500 words essay on a Topic related to the Michaelmas syllabus. Students are given three options in Week 7 of which they choose only one.

The essay is to be uploaded to Moodle as a word document, no later than 7 days before the beginning of Lent Term.

The feedback is given to students in Week 8. General in-class correction in Week 8 (30 min).

Marking criteria as per the CULP writing mark scheme used for marking the Exam essay.

4. Final Examination

Takes place on the THURSDAY after the end of LENT TERM.

It lasts 180 minutes. Dictionaries are not allowed, Instructions, and questions are in the TL.

All answers are in the TL.

The Exam consists of three sections:

Reading Comprehension

The paper is composed of one authentic narrative or descriptive text of around 500 words.

Weight is given as follows:

True and False questions:

Comprehension: 90%; Accuracy in justifications (10%)

Multiple choice:

Comprehension: 100%

Open-ended questions in TL:

Comprehension: 90; Accuracy (10%)

Listening Comprehension.

Students are played an authentic video that is 6 minutes in length (transcript approx. 900 words).

The video typically features a variety of native speakers' production.

The overall weight given is as follows:

True and False questions:

Comprehension (90%), Accuracy in justifications (10%)

Open ended questions in TL:

Comprehension (90%), Accuracy (10%) .

Writing

Write a 300 words essay. Topics are relevant to the syllabus. The marking criteria are available in APPENDIX 1.

Oral Presentation

This is made individually, 6 min long with PPT, followed by a 3 min question and answer session.

In consultation with the teacher, students choose a topic that is related to the syllabus or student's research.

Before the presentation students supply to the audience a paper-based hand-out. The presentation is followed by a Q & A session.

All presentations together with the Q & A session will be videoed.

The marking criteria are available in APPENDIX 2.

Criteria for pass/fail and procedure:

1. The mark is expressed in percentages where 50% is the pass mark;
2. Students **MUST** achieve at least 45% in any given examination to pass (regardless of the overall mark achieved);
3. A sample of at least 30% of all papers and 10% of the presentations (video recordings) will be double-marked, the papers by CULP staff and the presentation by the External Examiner;
4. All double marked papers are submitted to the External Examiners for consideration;
5. External Examiners are asked to double-mark a sample (10% or at least 4 whichever is the greater) of the Oral Presentations.

Written Components Advanced Marking Criteria

	Accuracy of syntax and grammar Style, range and sophistication of language and expression (60)		Communication of ideas, task fulfilment, overall structure (40)
Outstanding: 100-90% (60-54)	<ul style="list-style-type: none"> • hardly any inaccuracies, even when more advanced language is used • wide range of appropriate vocabulary, idioms and structures • style enhances essay 	100-90% (40-36)	<ul style="list-style-type: none"> • innovative, varied, insightful • very well structured
Very good: 89-75% (53-45)	<ul style="list-style-type: none"> • very good range of appropriate vocabulary, idioms and structure • only the occasional minor mistake occurring when more complex structures are used 	89-75% (35-30)	<ul style="list-style-type: none"> • relevant and delivered clearly • some originality • well organised structure in a logical sequence.
Good: 74-60% (44-36)	<ul style="list-style-type: none"> • largely accurate • good range of vocabulary, idioms, structures • attempt at more sophistication, but not always successful 	75-60% (29-24)	<ul style="list-style-type: none"> • mostly relevant and structure is generally well ordered • range of good ideas • some interest and variety
Fair: 59-50% (35-30)	<ul style="list-style-type: none"> • limited range of vocabulary • some persistent errors • predominately simple vocab and structures 	60-50% (23-20)	<ul style="list-style-type: none"> • some good ideas, mostly appropriate • some deficiency in structure.
Poor: 49% - (29 -)	<ul style="list-style-type: none"> • many basic and intrusive errors some of which may affect comprehension • narrow range of vocab and grammatical structure • repetitions 	49%- (19 -)	<ul style="list-style-type: none"> • few good ideas, not all appropriate • structure deficient

Oral Presentation Marking Scheme – Advanced Level

Advanced Oral Marking Scheme	Fluency & Pronunciation	Content (task completion, organisation & cohesiveness)	Vocabulary & Grammar	Non-verbal Communication & Ability to answer questions	Presentation of visual aids (PPT and Handouts)
Weight	15%	30%	30%	20%	5%
100-90% Outstanding	15 -13% Virtually faultless, no mistakes or hesitations. Interacts effortlessly and effectively. Outstanding pronunciation and variety of intonation patterns.	30-27% Content outstanding, makes an original and interesting contribution to the subject. Outstanding organisation and cohesiveness.	30-27% Outstanding range and choice of vocabulary and grammar; fully accurate and appropriate use.	20-18% Outstanding eye contact, rapport with audience and visual aids. Questions handled with complete confidence, outstanding answers.	5% Outstanding: Extremely informative and particularly well presented
89-75% Very Good	12 -11% Excellent fluency: interacts with others smoothly and effectively. Excellent pronunciation with appropriate variety of intonation patterns.	26-23% Content excellent, makes on original and interesting contribution to the subject. Excellent organisation and cohesiveness.	26-23% Excellent range and choice of vocabulary and grammar; fully accurate and appropriate use.	17-15% Excellent eye contact, rapport and visual aids. Questions handled confidently, excellent answers.	4% Very good: Very informative and well presented
74-60% Good	10 -9% Speech very confident, hardly any hesitations; very good pronunciation with appropriate variety of intonation patterns with almost no errors.	22-18% Content very good and fully appropriate to the context. Very good organisation and cohesiveness.	22-18% Very good range and choice of vocabulary and grammar; appropriate tone; minor grammatical errors only.	14-12% Very good eye contact, rapport and visual aids. Little dependency on notes; questions handled confidently, very good answers.	3% Good: Well-presented and reasonably informative
59-50% Pass	8-7% Speech confident; few hesitations; good pronunciation with few errors; possibly monotonous intonation.	17-15% Content relevant and adequate to the context; good organisation and cohesiveness.	17-15% Good range and choice of vocabulary and grammar; few major and minor grammatical accuracies; good range of structures.	11-10% Good eye contact, rapport and visual aids. Questions handled appropriately, generally good answers to unscripted questions.	2% Fair: Some useful information, but not always clearly presented
49&-Less Fail	6-% Speech often contains hesitations and pauses. Noticeably errors in pronunciation/intonation which impede understanding at times.	14-% Content has little detail, with noticeable gaps and/or repetitions; poor organisation and cohesiveness.	14-% Poor choice of vocabulary and grammar; narrow range of grammatical structures; errors leading to some misunderstanding.	9-% Poor eye contact, rapport and visual aids. Questions handled poorly, poor ability to comprehend or answer questions.	1/0% Poor: Scant information, poorly presented