Undergraduate

Study Skills Guide

2016-17

- BA European Studies
- BA French Studies Major/Minor
- BA Spanish and Latin American Studies Major/Minor
- BA Italian Studies Major/Minor
- BA French and Spanish
- BA French and Italian
- BA Italian and Spanish
- BA French and English
- BA Spanish and English
- BA Italian and English
- BA Modern Language Studies
- BA Modern Languages with Management
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Introduction

This Study Skills guide will give you all the information you need to present your work at the standard undergraduate study requires. You should find guidelines on how to format your essays correctly, how to cite and reference other works you might be called on to use, and an example to illustrate these principles in practice. Alongside these notes, you should also find further details on assessment and the marking process. We include tables of marking criteria to show the ways in which different types of work are graded, and information on the university regulations on submitted work. We hope that this guide proves accessible and helpful, but please do not forget that your seminar tutors and Personal Tutor are always available to give you further advice.

Undergraduate Student Handbook

This guide should be read in conjunction with the School’s online Undergraduate Student Handbook which can be found on the School’s website http://www2.le.ac.uk/departments/modern-languages/students. It is vital that you follow all instructions contained in both books to give you the best chance of success in your studies.

How to Present Your Work

General Guidelines

Text must be double-spaced. The main text should be in 12 point font, and footnotes in 10 point. Leave a margin of at least 2.5 cm for markers' comments. The first line of each paragraph (except the first paragraph of the essay, and the first paragraph of a subheading) should be indented by one tab character. The space between paragraphs should be normal double line spacing. All text should be left-justified. Number all footnotes consecutively, and ensure that all pages are numbered. British, rather than American, spelling and punctuation should be used. Students should retain a copy of the submitted version, both electronically and as hard copy. The stated word limit for all written work includes quotations and footnotes but excludes bibliography. Footnotes must include only references.

The school uses the MHRA referencing system. A full style guide is available at http://www.mhra.org.uk/Publications/Books/StyleGuide/download.shtml or via Blackboard. This link is also in available in the online Student Handbook.

TITLES

Titles of longer works (novels, plays, collections of poetry, critical monographs, journal titles) should be italicised. Shorter works (short stories, individual poems, articles in journals) should be given in single quotation marks.

QUOTATIONS

Quotations of no more than forty words of prose or two lines of verse should be enclosed within the text and given in single quotation marks. To indicate line-breaks in verse, use a spaced upright stroke [ / ].

Longer quotations should be indented, double spaced, and given without quotation marks.

Quotations within quotations should be indicated using double inverted commas.
Omissions within quotations need to be marked by an ellipsis […]

**First References**

1. **Books**

Give the required information in the following order:

- the author’s name
- the full title, italicised
- in parenthesis: the place of publication (city or town), the publisher, and date of publication
- If quoting, also give the page number or page range you are referring to.


Please note the following variations:


Here are some useful bibliographical abbreviations to be used when referencing:

ed. “editor”
edn. “edition”
eds. “editors”
et al. “and others” (used when a work has three or more editors or authors. Usually only the first is listed by name)

2. **Articles in journals**

Give the required information in the following order:

- the author’s name
- the title of the article, in single quotation marks.
- the title of the journal, in italics, and the volume number

3. Chapters or articles in books

Give the required information in the following order:

- the author’s name
- the title of the chapter or article in single quotation marks
- the word ‘in’, followed by the title of the book (in italics), editor’s name, and the place of publication, the publisher and the date of publication (in parenthesis)
- the first and last page numbers of the article, preceded by pp.
- the page number/s referenced, in parenthesis and preceded by p./pp.


Please note the following variations:


(iii) for an entry in a newspaper or magazine: Lauren Elkin, ‘Review of Roberto Calasso, La Folie Baudelaire, *Times Literary Supplement*, 3 May 2013, p. 21.

(iv) chapters from books written entirely by a single author do not need to be cited individually. Citations should instead refer to the book as a whole, as outlined in section 1 of this guide.

4. Plays and long poems

The first full reference should identify the edition used and the act, scene and line numbers (as opposed to the page number), for example, *Twelfth Night, or What You Will*, ed. by Roger Warren and Stanley Wells (Oxford: Oxford University Press, 1995), II. 3. 8. Subsequent references should be given as: *Twelfth Night*, II. 4. 11. Where no line numbers are given, use page numbers instead. The same form should be used for long poems, giving details of the edition in the first note, and section and line numbers in all subsequent references: e.g., *Paradise Lost*, VII. 225-27.

5. Online resources

In the case of citing an electronic source you must give the information in the following order:

- the author’s name
- the title of the item, and the title of complete work/resource (in italics)
- the publication details (volume, issue, date)
the full address (Universal Resource Locator) of the resource (in angle brackets)
• the date at which the resource was consulted (in square brackets)
• the location of passage cited (in parentheses)


Please note the following:
(i) scanned documents uploaded onto Blackboard should be treated the same as hard copies. There is no need to include the URL when citing these sources.
(ii) we do not offer guidance here on how to cite references to emails or to exchanges in multi-user environments (such as wikis or forums) which might be regarded as the equivalent of personal written correspondence. Such documents should be treated with caution.

6. Ebooks
For ebooks, provide the following information in the following order:
• the author’s name
• the title of the item, and the title of complete work/resource (in italics)
• the publication details (place of publication, publisher, date)
• an indication of the digital file used (e.g. Google ebooks or Kindle books)
• provide page numbers where possible i.e. where they are fixed and stable.


7. Films
When citing a film, the following information should be given:
• the title of the film (in italics)
• in parenthesis: the director’s name and the year of release


Note that the pieces of information are separated by full-stops. Usually there is no need for time markers, or scene or DVD chapter numbers.

The title of a television programme should be italics but use single quotation marks for the title of an individual episode. If citing the whole series give the give its start and end dates, for example:

If citing an individual episode give the relevant series and episode number and date, for example:
‘The one with the routine’ (SE6, EP 10, 1999).
8. To dictionaries or other alphabetical reference works

When citing a hard-copy dictionary, the following information should be given:

- The name of the (general) editor
- The title of the dictionary, italicised
- In parenthesis: the place of publication (city or town), the publisher, and date of publication
- The entry (and sense) referred to


This can be abbreviated for subsequent references:

*fish* n1 3c (OED1)

When citing an online dictionary, the following information should be given:

- The name of the (general) editor
- The title of the dictionary, italicised
- In parenthesis: the place of publication (city or town), the publisher, and date of publication
- The site’s url and the date accessed
- The entry (and sense) referred to


The Library provides general help on referencing and more information can be found here http://www2.le.ac.uk/library/help/referencing/referencing and here http://www2.le.ac.uk/library/help/referencing/footnote You can also arrange one-to-one help or chat online.

Subsequent References

If a work is cited twice or more in succession, all references after the first should be shortened by the use of ibid., which means ‘the same’. This should be presented without a following comma. If a work is cited repeatedly, but not consecutively, use a shortened reference for every citation after the first. For example:


Ibid., p. 118.

BIBLIOGRAPHY

Bibliographies should be alphabetical, listed by authors’ surnames, and divided into primary (literary or documentary) texts and secondary (critical) texts. Give the last name of the author followed by their first name. For other pieces of publication information, you can follow the same format given above. Always use a separate sheet for your bibliography. For further information, a specimen bibliography can be found in the following section.
Exposing Dogma and Exploding Dogs: Contextualising Swift’s Satire of Science

Swift’s satire of science is of particular interest to a modern reader. As George Reuben Potter observed in 1941, we live in age that ‘has built its particular sort of civilization so largely upon the discoveries and inventions of men like those who inspired his ridicule’, and this is even truer of the twenty-first century than the twentieth. However, science was also central to Swift’s own age: following the foundation of the Royal Society in 1660, science rapidly began ‘staking a claim to be the gold standard of positive knowledge’. Further, the importance of reason and the esteem of empirical investigation, embodied in Francis Bacon’s scientific method, comprise much of what defines modern conceptions of the Enlightenment. In order to explain why Swift satirised science, it is necessary to establish both the nature of Enlightenment science and the degree to which Swift was able to engage with it. Swift’s attitudes to science can then be illuminated with a reading of the third voyage of Gulliver’s Travels. Finally, these findings can be reconciled with the broader context of both the Travels and Swift’s wider literary production.

Swift was well acquainted with contemporary science. Potter claims that ‘from the mid-eighteenth century down to our own day, evidence has been accumulating that with both mathematical knowledge and non-mathematical natural philosophy Swift was certainly more than a little acquainted’. This is in part due to the company he kept. He ‘enjoyed lifetime friendships with many natural philosophers’: his circle of friends included two former presidents of the Royal Society, in addition to several contributors

3 Potter, ‘Swift and Natural Science’, p. 98.
to its regular publication, the *Philosophical Transactions*. One of his closest friends and fellow Scriblerian Dr John Arbuthnot was ‘intimately acquainted’ with the *Philosophical Transactions* and evidently discussed experiments with Swift, which would alone be adequate to explain the scientific knowledge he displays in his writing. However, some critics have maintained that Swift himself was a ‘humorously critical and surprisingly careful reader’ of the *Philosophical Transactions*, though the evidence for this is not complete. In either case, Swift could not have avoided absorbing some scientific knowledge: he was a prominent figure in a society that found itself increasingly influenced by the New Science. The modern British historian Roy Porter records the following:

Science entered and shaped the world of the educated in many ways. An instrument trade flourished – an erudite gentleman or lady of means might be expected to own a microscope or a telescope, alongside a cabinet of beetles or stuffed birds.

Porter also notes the emergence of ‘popular science books’, so doubtless many of Swift’s non-scientific acquaintances also discussed scientific issues. Evidently there was no escaping the influence of contemporary science as it ‘staked its place in polite culture’.

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8 Ibid. p. 144.
9 Ibid. p. 144.
Bibliography

Primary:


Secondary:


Potter, George Reuben, ‘Swift and Natural Science’, *Philological Quarterly*, 20 (1941), 97-118.
Academic Honesty and Plagiarism

You must always be sure that you credit ideas, data, information, quotations and illustrations to their original author. Not to do so is plagiarism: the repetition or paraphrasing of someone else’s work without proper acknowledgement.

The University expects students to conduct their studies with exemplary standards of academic honesty and will penalise students who submit work, or parts of work, that have been:

- plagiarised;
- completed with others for individual assessment (collusion);
- previously submitted for assessment, including self-plagiarism;
- prepared by others;
- supplied to another for copying.

Plagiarism and collusion

Plagiarism is used as a general term to describe taking and using another’s thoughts and writings as one’s own. Examples of forms of plagiarism include:

- the verbatim (word for word) copying of another’s work without appropriate and correctly presented acknowledgement;
- the close paraphrasing of another’s work by simply changing a few words or altering the order of presentation, without appropriate and correctly presented acknowledgement;
- unacknowledged quotation of phrases from another’s work;
- the deliberate and detailed presentation of another’s concept as one’s own;
- reproduction of a student’s own work when it has been previously submitted and marked but is presented as original material (self-plagiarism).

Any student who prepares or produces work with others and then submits it for assessment as if it were the product of his/her individual efforts (collusion) will be penalised. Unless specifically instructed otherwise, all work you submit for assessment should be your own and should not have been previously submitted for assessment either at Leicester or elsewhere.

Avoiding Plagiarism and Poor Academic Practice

If you are in any doubt about what constitutes good practice, ask your personal/academic tutors for advice or make an appointment with Learning Development.

Penalties

The University regards plagiarism and collusion as very serious offences and so they are subject to strict penalties. The penalties that departments are authorised to apply are defined in the Regulations governing student discipline (see online Student Handbook for link to current regulations).

The School requires that you upload all assessed work for content modules to Turnitin; plagiarism checking software that will automatically identify any uncredited material in your essays. Submission information for each module is shown on Blackboard.
Assessment and Examinations

Frequently Asked Questions

How will I be assessed?

Our modules are assessed by many different methods, including written, oral, and aural examinations, coursework essays, and individual or group presentations. Full information is shown on Blackboard for each module. **Remember that you must not submit work for assessment which has already formed part of another assessment.** You will also be required to submit non-assessed work for some modules, including all language modules.

How often will I be assessed?

Most of your courses will be assessed during the examination periods at the end of each semester, but some modules will include elements of continuous assessment or may require you to give oral presentations or submit coursework essays. Details will be available through your tutor and/or on Blackboard. You will be informed by the Exams Office of dates and times for your exams and these will also be posted on the Exam Office website.

Do I have to submit non-assessed work?

Although it does not contribute to the module outcome (mark), non-assessed work is an important part of the module instruction, giving you the opportunity to practice core academic skills and to get feedback on your progress with guidance on how to develop.

Where do I submit assessed work for Modern Languages?

Work is submitted through the Turnitin Plagiarism Detection Software on Blackboard. Click on the ‘Assignments’ link for the relevant course. The Turnitin software accepts the following file types: Word, Text, Postscript, PDF, HTML, and RTF.

All assessed work must be submitted **by 12.00pm (midday, not midnight) on the deadline date.**

Must I observe word-limits?

The stated word limit for all written work includes quotations and footnotes but excludes bibliography. Modern Languages has a policy of allowing a 10% leeway either side of the limit. Where an essay exceeds the 10% allowance, the remainder of the essay will not be marked. If you have trouble reaching within 10% of the word limit, you have probably not understood what the assignment requires of you and should contact your seminar tutor for advice. If an essay is too short, a penalty of 5 points will be deducted for every 10% (beyond the permitted allowance) by which an essay falls short of a stipulated minimum length.

Rules on word limits apply both to essays for content modules and to language assignments.

When are my assignments due in?

Deadlines for assessed assignments are published on Blackboard on the individual module pages. Individual tutors will set deadlines for non-assessed work.

Can I use a dictionary in assessments?

For Final Year in-class tests bilingual dictionaries are permitted to be used for all Modern Languages degree courses. Monolingual dictionaries of English, French, Italian, and Spanish are also permitted. In the case of non-native speakers of English, a bilingual dictionary from French/Italian/Spanish into their language and a bilingual dictionary from their language into English are also allowed.
In the case of **Years 1 and 2** dictionaries are not allowed in in-class tests, nor are bilingual dictionaries to be used in central exams (monolingual English dictionaries are available). Students will not be permitted to consult the grammar sections included in bilingual dictionaries and this should be made clear before the commencement of in-class tests and will be monitored by invigilators throughout.

**What happens if I fail?**

You will usually be allowed to resit failed exams and resubmit failed coursework during the exams period in September (usually the first full week, the Exams Office website will show the exact dates). All students must ensure that they can be available during the resit period. For a resit or resubmitted piece of work, the maximum mark is 40. Further information on assessments and examinations can be found in the online Student Handbook.

**When will my essay questions be released?**

- For essays to be submitted during the teaching period of the semester (i.e. before Christmas or Easter), questions will normally be released to students in week 1 of teaching.

- For essays to be submitted in January or May, questions will normally be released by week 6 of teaching.

This policy refers to standard-length content essay questions only and does not apply to the range of other types of assessment in the School.

**When will my essay be returned?**

Feedback and provisional grading on coursework will be returned within 21 days of the submission date for campus-based programmes; 28 days for distance learning and approved programmes.

In exceptional circumstances where this is not possible, students will be notified in advance of the expected return date and the reasons for the longer turn-round time and where possible staff will provide some interim feedback: for example in the form of generic feedback to the class regarding common errors and potential areas for improvement.

**What if I can’t meet an essay deadline?**

It is very important that you keep to assignment deadlines. You are urged to plan your work in advance of the deadline in order to avoid any last-minute problems. Work submitted late is penalized unless evidence of mitigating circumstances is provided (see sections below for further details).

**What happens if I have problems with my work?**

If you are experiencing problems that you are unable to solve for yourself it is important to report them promptly. If the problems are strictly academic (i.e. you are experiencing difficulties with the course content or with modes of assessment such as essay writing) your seminar tutor would be the most likely reference point. Failing that you should contact your **Personal Tutor**. You may also find it helpful to consult one of the Student Support Services (details and links in the online Student Handbook).
If your problems arise from illness or personal/family circumstances you should see your Personal Tutor. If your problems are likely to affect assessed work, it is very important to provide the School with written evidence at the time they occur (see section on mitigating circumstances below).

**What are mitigating circumstances?**

The University recognises that students may suffer from a sudden illness or other serious event or set of circumstances which adversely affects their ability to complete an assessment or the results they obtain for an assessment. In such cases the mitigating circumstances regulations and procedures may be applied. These regulations are designed to ensure the fair and consistent treatment of all students.

**You must keep your department(s) informed at all times** of any personal circumstances that may impact upon your ability to study or undertake assessments. Tell your department(s) or Distance Learning Hub about any such circumstances **at the time they occur**. You need to supply supporting documentation (e.g. a medical certificate) as soon as possible and no later than the deadline relevant to the assessment(s) affected. Normally, the deadline for submission of a mitigating circumstances claim will be no later than five working days after the assessment deadline to which it relates.

See [www.le.ac.uk/sas/regulations/mitigation](http://www.le.ac.uk/sas/regulations/mitigation) for full details of the mitigating circumstances regulations and procedures, including the University’s definition of a mitigating circumstance.

A student may submit a mitigating circumstances claim if they feel that the submission of one or more pieces of work has been or will be affected by a serious or significant event. You will be automatically enrolled on a Blackboard site titled **Mitigating Circumstances** through which you should submit your form and evidence.

If a student has submitted a mitigating circumstances form along with supporting evidence, their case will be considered by the Mitigating Circumstances Panel. Our Mitigating Circumstances Panel meets weekly during term-time. Its membership comprises colleagues from the School of Arts, which allows us to schedule regular Mitigating Circumstances Panel meetings so as to present timely responses to our students. Please note that student confidentiality is of utmost importance to the Mitigating Circumstances Panel, and specific information will never be disclosed outside of the Mitigating Circumstances Panel.

The Mitigating Circumstances Panel has the power to make one of the following recommendations:

a. To waive a lateness penalty automatically applied to a piece of coursework will be or has been submitted after the submission deadline
b. To be provided with an opportunity to take a piece/pieces of assessment again, as if the first time, with the full marks available (i.e. not capped at 50) rather than imposing a cap
c. determine that there is sufficient evidence of the achievement of the intended learning outcomes from other pieces of assessment in the module(s) for an overall mark to be derived;
d. The mitigating circumstances be noted against a module so that the Board of Examiners can take this into account when making a decision about the degree classification being awarded

Students should submit evidence of mitigating circumstances within five working days of the relevant assessment deadline. You can expect to receive a decision (via email) in relation to your form and evidence within ten working days of this having been submitted.

We do not change your marks or set a lower attainment level.

**How can I improve my essay marks?**
This guide contains marking criteria tables which offer descriptions of different qualities of performance against particular criteria for specific assessment tasks. We advise you take a look at these tables to see the qualities we are looking for in assessed work. It is vital that you read through (and act upon) any feedback given to you, whether written on your marked essays by your tutor or delivered verbally. Should you require any additional feedback you may consult with your Personal Tutor who will provide feedback on your performance in examinations. For non-assessed essays you may consult with your module tutor during his or her office hours (times are on the tutors’ office doors) or contact your tutor to make an alternative appointment (send an email or drop a note into the staff pigeonholes in Att 1514).

Further information on marking and assessment can be found in the Student Handbook http://www2.le.ac.uk/departments/modern-languages/students

Requirements and Degree Classifications

Academic Obligations: A Summary Statement

Students joining the School of Arts undertake:

- to attend all seminars, classes, and tutorials. Classes start on the hour and finish 10 minutes before the published end time to allow time for travel to the next class
- to attend lectures
- if unable for any reason to attend a seminar, class, or tutorial, to provide the relevant tutor with an explanation – preferably in advance – of the reasons for absence
- to perform all reading and other preparatory work set by tutors
- to contribute in a well-prepared and constructive manner to seminar discussion
- to produce all written work set by tutors by the deadlines laid down
- to present all written work in a clear and legible form according to the School’s requirements, outlined earlier in this Guide
- to ensure that the university has their current term-time and vacation addresses
- to remain in attendance during the full period of each term
- to be available during the September resit period, if required

Members of staff undertake:

- to be present to give seminars, classes, tutorials, and lectures
- if unable to be present, to give advance warning where possible
- to mark essays and other written assignments within approximately 21 days
- to be available at regular, stated times to see students about their work
- to provide their students with feedback on their performance in completed modules after the end of each semester

Students who fail to fulfil their academic obligations may be reported to the College Board as negligent in the prosecution of their studies. International students who fail to attend checkpoints will be reported centrally and this may result in the termination of their course and the subsequent reporting to the UK Border Agency, in line with University sponsor obligations.

Students experiencing difficulties or wishing to obtain further advice should consult their tutors or the Head of the School. The Head of the School will inform all students at the beginning of the session about the arrangements for such consultation.
**BA Degree Classification**

Before any student can be awarded a degree they must have obtained the required credit-units for all the modules they have taken.

The Board of Examiners is made up of nominated members of the School of Arts, the University and other nominated external examiners (who are senior members of Modern Languages departments in other British universities) in each language or section. The Board of Examiners has available reports from the Mitigating Circumstances Panel on any relevant medical information, on any cases of late submission, plagiarism, or not abiding by the rubrics. All this information is kept confidentially. The Board also knows whether any result showing a pass mark on aggregate contains within it a failing element, or whether any result showing an upper-second-class aggregate actually contains first-class elements. The Board has full details of any cases of plagiarism that may have been detected and it deals with any such cases in the light of the university’s guidelines.

**Rubric Violations**

Make sure you know what is required of you in an exam. Clear instructions are written at the beginning of each exam paper.

Timing must be properly judged! A script with only two answers instead of three can be marked out of only 67%, and one with just one answer can be marked out of only 33% - already a clear fail. Needless to say, such a mark severely damages a final average. Examiners may at their discretion give some credit to a last answer partially in note form, but such an answer will never achieve as high a mark as a properly-produced essay-type answer would have done.

For each piece of assessed work or three-hour examination paper the examiner/s submit an agreed mark. The scale used throughout the university is:

- **First** 70+
- **Upper second (2.1)** 60–69
- **Lower second (2.2)** 50–59
- **Third** 40–49
- **Pass** 35–39

Modern Languages use the following code at the bottom of the scale:

0–34 Fail, 34 is a clear and unalterable fail and the marks down to 0 denote increasing failure.

Modern Languages use the following code at the top of the scale within the First-Class band.

90–100 Work of a truly exceptional standard, demonstrating remarkable originality of thought, profound understanding, and characterised by stylistic clarity and elegance and intellectual rigour. Parts of the work may be of publishable quality.

80–89 Work of an exceptional standard, demonstrating highly original thought and striking understanding; ideas and argument articulated in a confident, thoughtful manner.

70–79 Excellent work fulfilling all of the criteria for first-class work detailed in the Marking Criteria.

**Grade Bandings/Classification of Awards**

The following descriptors relate to a student’s performance across all the modules that contribute to the final degree classification. An undergraduate programme of study may be
awarded first, upper second, lower second or third class honours, or without honours (Pass) using the following descriptors:

**Four-year programmes**

For integrated four-year programmes the weighted average is to be calculated on the basis of all the second, third and fourth year marks, which are included with a relative weighing of 20:30:50. For the purposes of identifying students’ best performance on a module-by-module basis, all second, third and fourth year modules are equal; the credit threshold for a particular class is 180.

**Three-year Programmes**

For three-year programmes, including the BA in Translation and Interpreting with an optional Year Abroad, weighted average is to be calculated on the basis of all second and third year marks. In order to calculate the weighted average, the scheme fixes the relative weighting of the third-year and second-year marks in three-year programmes at 60:40, on the grounds that most students perform better in their final year. If the modules in a year have different credit values (e.g. some 10 and some 20) then they are weighted by their credit value in calculating the year average. If all modules in a year have the same credit value the average for the year is a simple average.

For the purposes of identifying students’ best performances on a module-by-module basis in order to meet the 120 credit threshold for a particular class, all second and final year modules are equal (only differentiated by their credit value where applicable). Differential weighting is only for the purposes of calculating the average mark between the two years.

**First Class Honours**

Overall has achieved the specified learning outcomes to an excellent or very high standard; has demonstrated a very high level of command of the subject matter and of technical and analytical skills; has demonstrated a high level of achievement in the development of intellectual and personal skills.

**Upper Second Class Honours**

Overall has achieved the specified learning outcomes to a very good standard; has demonstrated a high level of command of the subject matter and of technical and analytical skills; has demonstrated a good level of achievement in the development of intellectual and personal skills.

**Lower Second Class Honours**

Overall has achieved the specified learning outcomes to a competent standard; has demonstrated a moderate level of command of the subject matter and of technical and analytical skills; has demonstrated a satisfactory level of achievement in the development of intellectual and personal skills.

**Third Class Honours**
Overall has achieved the specified learning outcomes to the minimum acceptable honours level; has demonstrated an adequate level of command of the subject matter and of technical and analytical skills; has demonstrated a satisfactory level of achievement in the development of intellectual and personal skills.

**Pass**

Overall has achieved the specified learning outcomes to the minimum acceptable level; has demonstrated a limited level of command of the subject matter and of technical and analytical skills; has demonstrated some achievement in the development of intellectual and personal skills.

**Borderlines**

Descriptions of what constitutes a borderline result, and information on University procedures in the event of a borderline, can be found on the Student and Academic Services website: Senate Regulation 5: Regulations governing undergraduate programmes of study

http://www2.le.ac.uk/offices/sas2/regulations/documents/senatereg5-undergraduates.pdf

**Limits on the number of failed modules**

A student cannot graduate with more than 45 failed credits.

**Assessment Procedures**

Where a module is assessed on the basis of coursework essays, students will receive feedback within 21 working days submitting the essay.

You must be present for all examination papers you are required to sit. Anyone who is unwell must submit a Mitigating Circumstances Form and obtain a doctor’s note, appropriately dated, formally certifying an inability to sit the examination either in the examination room or in the sick-bay or in one of the other special rooms on the day in question.

For any course contributing to your final assessment you may (exceptionally) be required at the discretion of the examiners to attend an oral examination.

**First Year**

The first year of your course is a qualifying year only. Completing it gives you the right to proceed to the second year.

In order to proceed to the second year of the course, you must normally have passed modules for 120 credits, according to your degree specifications. To obtain the credit-units for each module you must:

a) meet your academic obligations, such as attendance at classes (see Academic Obligations section above).

b) submit by the stipulated date all specified essays, assessed and non-assessed written and oral work, dissertations or project-work, completed in accordance with the School’s requirements as to length, layout, and style

and, in the assessment process:
c) achieve a mark of at least 40 in each module contributing to the total of 60 credit-units being sought in that semester.

Subject to the achievement of an overall average of 40%, modules may be passed at a level sufficient for the award of credit (marks between 35% to 39%). However, it should be noted that all language modules are core modules and must be passed at 40% rather than pass for credit. This means that students with a credit-weighted average of less than 40% overall will be deemed to have failed all modules in which a mark of less than 40% has been obtained; students with a credit-weighted average of 40% or more overall will be deemed to have failed all modules in which a mark of less than 35% has been obtained.

In short, this means that if you get a module mark of between 35 to 39 but have an overall average of 40 or above then it will be deemed a ‘pass for credit’ mark and you won’t be asked to retake it (and indeed won’t be able to). However, any marks of 34 or below will be deemed a fail and in most circumstances, require a retake/resubmission regardless of your overall average.

Students will receive an email telling them when their marks are available to view on MyStudentRecord. Students will be given guidance by their tutors as to how well they have performed in their assessed work. Students declared by a Board of Examiners to have failed any modules taken during the session will normally be allowed to re-submit or re-sit any examination associated with a failed module in the September immediately following the end of the academic year in which the failure occurred, and students who have failed or not completed any elements of assessed course-work will normally be given the opportunity to (re-)submit the work either before the end of the academic year or by the end of the September examination period.

**Second Year**

In order to proceed to the final year of the course you must obtain 120 credit-units overall. The requirements for obtaining the credit-units are the same as in the first year. The same rules about provision of information and the handling of failures also apply.

**Final year**

You must obtain 120 credit-units for your course.

The requirements for obtaining the credit-units that you take are the same as in the first and second years. The same rules about the provision of information about first-semester performance also apply. Failures are, however, handled differently.

Students who fail to satisfy the examiners in the Final Examinations may be allowed to present themselves for re-examination on one subsequent occasion only, and they will be considered for the award of a classified degree. However, where a student has failed some final year modules, but has still met the criteria for the award of a degree, an opportunity to re-sit those failed assessments shall normally only be offered where successful re-assessment could potentially result in the student becoming eligible for a higher classification.

**Examination anonymity:** The University has a system of anonymous marking for written examinations and assessed essays, and students must use their nine-digit student number (printed on the Library Card). Students use the same number for the duration of their course.
# Criteria for Assessment of Content Essays

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Description</th>
<th>Knowledge and Research</th>
<th>Interpretation and Analysis</th>
<th>Structure and Argumentation</th>
<th>Style and Expression</th>
<th>Referencing and Academic Conventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>85-100</td>
<td>Exceptional knowledge and research</td>
<td>As below, exceptional</td>
<td>As below, exceptional</td>
<td>Accomplished personal style.</td>
<td>Referenced to publishable standards.</td>
<td></td>
</tr>
<tr>
<td>70-84</td>
<td>Close reading of primary texts and thorough knowledge of subject area.</td>
<td>Distinctive insight</td>
<td>Lucid and sustained</td>
<td>Assured and articulate.</td>
<td>Academic conventions observed.</td>
<td></td>
</tr>
<tr>
<td>60-69</td>
<td>Sound knowledge of primary texts, draws on secondary material.</td>
<td>Evidence of analytical thinking</td>
<td>Clearly structured and</td>
<td>Well written with few errors</td>
<td>Academic conventions observed. May lack thoroughness.</td>
<td></td>
</tr>
<tr>
<td>50-59</td>
<td>Displays familiarity with primary texts and course material, some</td>
<td>Lacks analytical</td>
<td>Largely coherent, but</td>
<td>Style and expression do not</td>
<td>Academic conventions largely observed, although referencing may be incomplete or inconsistent.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>engagement with secondary material.</td>
<td>initiative, limited</td>
<td>some lack of consistency</td>
<td>hinder the communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>personal synthesis of</td>
<td>in linking and</td>
<td>of the content but may</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>critical material,</td>
<td>signposting.</td>
<td>demonstrate weaknesses.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>tendency to rely on</td>
<td>Understands question,</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>familiar examples to</td>
<td>develops relevant aspects</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>make case. Some parts</td>
<td>of it.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>may be merely</td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td>descriptive.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>40-49</td>
<td>Some familiarity with primary texts and awareness of subject area, but</td>
<td>Rudimentary understanding,</td>
<td>Some attempt to answer</td>
<td>Poorly expressed,</td>
<td>Careless use of academic conventions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>largely derived from lectures/seminars.</td>
<td>over-reliance on</td>
<td>question, structure lacks</td>
<td>ungrammatical in places,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>description. Some key</td>
<td>clarity. Poorly organised</td>
<td>reads like a first draft.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>areas unexplored.</td>
<td>and signposted.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Modern Languages Study Skills Guide 2016-17
<table>
<thead>
<tr>
<th>35-39</th>
<th>Incomplete knowledge of primary texts/relevant subject area.</th>
<th>Misunderstanding of some issues, mainly descriptive.</th>
<th>Fails to grasp the question, argument lacks coherence.</th>
<th>Expression often inhibits communication.</th>
<th>Little awareness of conventions for referencing</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-34</td>
<td>Lack of familiarity with primary texts/basic subject area. This category is also used where sources are unacknowledged.</td>
<td>Minimal or no evidence of personal synthesis. Primarily descriptive.</td>
<td>Largely irrelevant. Very poorly structured, largely incoherent.</td>
<td>Expression a serious barrier to communication.</td>
<td>Minimal or no awareness of conventions for referencing.</td>
</tr>
</tbody>
</table>
# Criteria for Assessment of Written Work in Target Language

(ALL SECTIONS ARE EQUALLY WEIGHTED)

<table>
<thead>
<tr>
<th></th>
<th>(100-85)</th>
<th>(84-70%)</th>
<th>(69-60%)</th>
<th>(59-50%)</th>
<th>(49-40%)</th>
<th>FAIL/Pass for Credit* (39-35%)</th>
<th>FAIL (34-0%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Excellent ideas, highly original with fully supportive evidence</td>
<td>Many good and appropriate ideas; some originality with supportive evidence</td>
<td>A range of good ideas; with some evidence. Meaning of original grasped;</td>
<td>Some good ideas, mostly appropriate; supportive evidence rather slack.</td>
<td>Few good ideas, not all appropriate; insufficient or inappropriate evidence</td>
<td>Ideas lacking; little or no evidence provided. Original source text largely misunderstood; irrelevant or lacking response.</td>
<td>Extremely poor expression of ideas. Substantial failure to comprehend source text and/or construct an adequate response.</td>
</tr>
<tr>
<td></td>
<td>Meaning fully grasped; extremely well illustrated response.</td>
<td>Meaning fully grasped; relevant and well illustrated response.</td>
<td>Meaning of original grasped; relevant response.</td>
<td>Meaning of original partially grasped; some relevant points in response.</td>
<td>Few good ideas, not all appropriate; insufficient or inappropriate evidence Difficult in comprehension; few relevant points in response.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Argumentation and Communication</strong></td>
<td>Ideas are very well linked; highly coherent argumentation; very effective at an intellectually complex level.</td>
<td>Ideas are linked; coherent argumentation; effective at an intellectually complex level.</td>
<td>Most ideas linked; argumentation reasonably demanding.</td>
<td>Some ideas are linked; coherent argumentation simple and not always effective.</td>
<td>Few ideas are linked; coherent argumentation generally deficient/lacking.</td>
<td>Ideas poorly linked; lack of coherence; random structure.</td>
<td>No attempt at linking; Incoherent. Little or no ability to structure.</td>
</tr>
<tr>
<td><strong>Complexity of Syntax and Structures¹</strong></td>
<td>Successful and wide ranging; complete command of</td>
<td>Predominantly successful; wide range of structures enhancing the topic.</td>
<td>Reasonably accurate; wide range of structures attempted.</td>
<td>Reasonably sound; predominantly simple structures.</td>
<td>Shaky; simple structures; some intrusive errors.</td>
<td>Shaky; simple structures; repeated basic errors.</td>
<td>Use of syntax and structure simple in the extreme.</td>
</tr>
</tbody>
</table>

¹ For ex. complex tenses, sequence of tenses, modalising structures, active and passive etc.
<table>
<thead>
<tr>
<th>Lexis and Register</th>
<th>Impressively broad range of vocabulary, used to very good effect; register highly appropriate; complex level.</th>
<th>Very broad range of vocabulary, used to good effect; choice of register appropriate; attempted level complex.</th>
<th>Good range of vocabulary; register often correct; attempted level appropriate.</th>
<th>Limited range of vocabulary with little attempt to use appropriate register.</th>
<th>Insufficient for topic, impeding presentation of topic; little attempt at complexity or appropriate register.</th>
<th>Inadequate for topic; errors prevail; little or no sensitivity to register.</th>
<th>Very serious failure to use lexis or register correctly or appropriately.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accuracy</td>
<td>Virtually free of minor errors.</td>
<td>90% of text should be free of minor errors (wrong case, spelling, gender, accent, agreement, conjugation).</td>
<td>75% of text should be free of minor errors.</td>
<td>60% of text should be free of minor errors.</td>
<td>50% of text should be free of major errors (tense, mood, register, syntax, vocab errors, major omissions).</td>
<td>More than 60% contains major errors.</td>
<td>Persistent errors in over 75% of text.</td>
</tr>
</tbody>
</table>

*Note: Providing you achieve an overall credit weighted average of 40% (in all your marks for the year) content modules may be passed at 35% to 39%, i.e at pass for credit and not at honours level.

The use of unattributed material as if it is the student’s own intellectual property may result in failure of the essay as a whole and a mark of zero.

- **WORD COUNT:** a penalty of 5 points will be deducted for every 10% by which an essay falls short of a stipulated minimum length. Where an essay exceeds an upper word limit, the remainder of the essay will not be marked.
## Criteria for Assessment of Oral Presentation Content Module

(ALL SECTIONS ARE EQUALLY WEIGHTED)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>(100-85)</th>
<th>(84-70%)</th>
<th>(69-60%)</th>
<th>(59-50%)</th>
<th>(49-40%)</th>
<th>Pass for Credit* (39-35%)</th>
<th>FAIL (34-0%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides evidence of subject knowledge &amp; research</td>
<td>Relevant, good coverage of all/most aspects of the subject, clear use and referencing of background/critical sources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Irrelevant, inadequate coverage of subject, no use of background/critical sources</td>
</tr>
<tr>
<td>25% (20%)*</td>
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<tr>
<td>Offers sufficient interpretation and analysis</td>
<td>Clear, logical, concentrating on point(s) at issue</td>
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<td></td>
<td></td>
<td>Confused, muddled, not focused on question</td>
</tr>
<tr>
<td>25% (20%)*</td>
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</tr>
<tr>
<td>Demonstrates logical structure and argumentation</td>
<td>Coherent; logical progression of the presentation at individual and/or group level; Examples illustrated points well, showed good knowledge of topic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Examples lacking or inappropriate</td>
</tr>
<tr>
<td>25% (20%)*</td>
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</tr>
</tbody>
</table>
### Presentation skills

| 25% (20%)* | Clearly audible, well-paced, lively; signposted; good use of visual aids where appropriate; delivery unhindered by use of prepared text / engagement with audience | Inaudible, too fast/slow, dull; poor visual aids (if used); no audience engagement |

### Ability to respond to questions

| 20%* | Ability to form coherent argument; additional examples provided | Poorly prepared; questions not understood |

*Note: If your presentation includes an assessment of responses to questions each section is worth 20% of the overall mark*
## Criteria for Assessment of Final-Year Translation into English

*(BOTH SECTIONS ARE EQUALLY WEIGHTED 50-50)*

<table>
<thead>
<tr>
<th></th>
<th>(100-85)</th>
<th>(84-70%)</th>
<th>(69-60%)</th>
<th>(59-50%)</th>
<th>(49-40%)</th>
<th>FAIL/Pass for Credit* (39-35%)</th>
<th>FAIL (34-0%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Transfer of meaning:</strong></td>
<td>Full comprehension.</td>
<td>Very few minor errors in comprehension.</td>
<td>Some minor errors in comprehension.</td>
<td>A number of minor errors in comprehension and a small number of major errors.</td>
<td>Significant number of major errors in comprehension in approx. 30-40% of text.</td>
<td>Major errors in comprehension which impede understanding of 50% of TL.</td>
<td>Over 50% major errors in comprehension which impede understanding of TL text.</td>
</tr>
<tr>
<td><strong>Precision and awareness of ST and TL contexts</strong></td>
<td>Subtle and complete awareness of contexts. All meaning transferred precisely &amp; accurately.</td>
<td>Complete awareness of ST and TL contexts. Almost all meaning transferred precisely and accurately.</td>
<td>Good awareness of ST and TL contexts. Most meaning transferred with occasional imprecision but not more than 20% of text.</td>
<td>Most meaning transferred but with some imprecisions and inaccuracies. Target text reads like a translation.</td>
<td>Numerous imprecisions and inaccuracies (30-40%) which impede comprehension of TL text.</td>
<td>Substantial (50%) imprecisions and inaccuracies which seriously impede comprehension of TL text.</td>
<td>Very substantial (over 50%) imprecisions and inaccuracies which seriously impede comprehension of TL text.</td>
</tr>
<tr>
<td>Equivalent sophistication of style</td>
<td>Style</td>
<td>Register</td>
<td>Lexis</td>
<td>Syntax</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------------</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate level of stylistic sophistication.</td>
<td>Reads as natural, idiomatic English.</td>
<td>Consistently excellent command of lexis, syntax and register.</td>
<td>Very few minor errors in lexis, syntax and register.</td>
<td>Occasional errors in lexis, syntax and register (10%).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Almost always appropriate level of sophistication.</td>
<td>Reads fluently and clearly.</td>
<td>Very few minor errors in lexis, syntax and register.</td>
<td>Occasional errors in lexis, syntax and register (10%).</td>
<td>A number of errors in lexis, syntax and register, but which do not substantially impede style (20%).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Largely appropriate level of sophistication.</td>
<td>Reads clearly.</td>
<td>Occasional errors in lexis, syntax and register (10%).</td>
<td>A number of errors in lexis, syntax and register, but which do not substantially impede style (20%).</td>
<td>Significant errors (30%) in lexis, syntax and register.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At least 50% level of appropriacy in level of sophistication.</td>
<td>Reads mostly clearly</td>
<td>Occasional errors in lexis, syntax and register (10%).</td>
<td>A number of errors in lexis, syntax and register, but which do not substantially impede style (20%).</td>
<td>Major errors (40%-50%) in lexis, syntax and register.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 50% appropriacy in level of sophistication.</td>
<td>A substantial part does not read as natural English.</td>
<td>Occasional errors in lexis, syntax and register (10%).</td>
<td>A number of errors in lexis, syntax and register, but which do not substantially impede style (20%).</td>
<td>Most of the text does not read as natural English.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>60% lack of appropriacy in level of sophistication.</td>
<td>Majority of the text does not read as natural English.</td>
<td>Occasional errors in lexis, syntax and register (10%).</td>
<td>A number of errors in lexis, syntax and register, but which do not substantially impede style (20%).</td>
<td>Excessive errors (over 50% in lexis, syntax and register).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Over 60% lack of appropriacy in level of sophistication.</td>
<td>Most of the text does not read as natural English.</td>
<td>Occasional errors in lexis, syntax and register (10%).</td>
<td>A number of errors in lexis, syntax and register, but which do not substantially impede style (20%).</td>
<td>Excessive errors (over 50% in lexis, syntax and register).</td>
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<td></td>
</tr>
</tbody>
</table>
### Criteria for Assessment of Written Summaries from Target Language into Target Language

(All sections are equally weighted)

<table>
<thead>
<tr>
<th></th>
<th>(100-85%)</th>
<th>(84-70%)</th>
<th>(69-60%)</th>
<th>(59-50%)</th>
<th>(49-40%)</th>
<th>FAIL /Pass for Credit* (39-35%)</th>
<th>FAIL (34-0%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Factual Accuracy and Range</strong></td>
<td>Extremely comprehensive coverage; entirely relevant and accurate.</td>
<td>Comprehensive coverage; relevant and accurate.</td>
<td>Wide coverage; most points covered in depth; relevant examples; very largely accurate.</td>
<td>Reasonable coverage of topic; some depth to points made; mostly accurate.</td>
<td>Information partly correct and relevant, but superficial coverage of topic.</td>
<td>Information provided is insufficient, inaccurate or irrelevant.</td>
<td>Very little or complete lack of relevant and accurate information.</td>
</tr>
<tr>
<td><strong>Structuring of Information</strong></td>
<td>Information is extremely coherent, clear and cogent.</td>
<td>Information is very clearly structured; coherent; cogent.</td>
<td>Good overall structure; development of ideas; progressive and largely coherent.</td>
<td>Reasonably well structured; could be more coherent.</td>
<td>Not very well structured; difficult to follow logical connections; lacks coherence.</td>
<td>Random structure; little thought given to logical progression or coherence.</td>
<td>Illogical, incoherent, inadequate structuring.</td>
</tr>
<tr>
<td><strong>Accuracy of Language</strong></td>
<td>Virtually free of minor errors.</td>
<td>90% of text should be free of minor errors (wrong case, spelling, gender, accent, agreement, conjugation).</td>
<td>75% of text should be free of minor errors.</td>
<td>60% of text should be free of minor errors.</td>
<td>50% of text should be free of major errors (tense, mood, register, syntax, vocab errors, major omissions).</td>
<td>More than 60% contains major errors.</td>
<td>More than 75% contains major errors.</td>
</tr>
</tbody>
</table>
### Sophistication of Language

<table>
<thead>
<tr>
<th>Level of language attempted is complex; good command of lexis, syntax and register.</th>
<th>Language shows good appreciation of register; some complexity in syntax and lexis.</th>
<th>Limited appreciation of register; syntax and lexis often simple but some variety.</th>
<th>Language used is generally simple, especially in respect of syntax and lexis.</th>
<th>Language used is predominantly simple and repetitive in its use of syntax and lexis.</th>
<th>Language used shows little or no sophistication in its use of syntax and lexis.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Near native command of lexis, syntax and register.</td>
<td>Level of language attempted is complex; good command of lexis, syntax and register.</td>
<td>Language shows good appreciation of register; some complexity in syntax and lexis.</td>
<td>Limited appreciation of register; syntax and lexis often simple but some variety.</td>
<td>Language used is generally simple, especially in respect of syntax and lexis.</td>
<td>Language used is predominantly simple and repetitive in its use of syntax and lexis.</td>
</tr>
</tbody>
</table>

### Independence

<table>
<thead>
<tr>
<th>Impressive ability to reformulate, summarize and expand.</th>
<th>Exploitation of sources shows extensive ability to reformulate, summarize and expand.</th>
<th>Some ability to reformulate, summarize and expand.</th>
<th>Reasonable degree of independent formulation but some dependence on verbatim source material.</th>
<th>Content and/or language rely substantially on verbatim use of source material.</th>
<th>Minor evidence of independence from source text.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impressive ability to reformulate, summarize and expand.</td>
<td>Exploitation of sources shows extensive ability to reformulate, summarize and expand.</td>
<td>Some ability to reformulate, summarize and expand.</td>
<td>Reasonable degree of independent formulation but some dependence on verbatim source material.</td>
<td>Content and/or language rely substantially on verbatim use of source material.</td>
<td>Minor evidence of independence from source text.</td>
</tr>
</tbody>
</table>

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*Note: Providing you achieve an overall credit weighted average of 40% (in all your marks for the year) content modules may be passed at 35% to 39%, i.e. at pass for credit and not at honours level.*

- The verbatim use of substantial amount of the original material may result in failure of the summary as a whole and a mark of zero
- The mark will be reduced by 5% for every 10% by which a summary falls short of a stipulated minimum length or exceeds an upper word limit
## Criteria for Assessing Final Year Oral Presentations (Continuous Assessment and End-Of-Year)

<table>
<thead>
<tr>
<th>Language (50%)</th>
<th>(100-85)</th>
<th>(84-70%)</th>
<th>(69-60%)</th>
<th>(59-50%)</th>
<th>(49-40%)</th>
<th>FAIL/Pass for Credit* (39-35%)</th>
<th>FAIL (34-0%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accuracy</td>
<td>Accuracy Near-native.</td>
<td>Accuracy Highly accurate, with only a few slips.</td>
<td>Accuracy Mostly accurate, mainly minor errors.</td>
<td>Accuracy Reasonably accurate, although several formal errors.</td>
<td>Accuracy Frequent formal errors.</td>
<td>Accuracy Little evidence of grammatical awareness.</td>
<td>Accuracy No grammatical awareness. Errors predominate.</td>
</tr>
<tr>
<td>Complexity</td>
<td>Complexity Complete command of sentence structures appropriate to spoken language.</td>
<td>Complexity Wide range of sentence structures.</td>
<td>Complexity Some appropriate use of more complex structures.</td>
<td>Complexity Some attempt at complex structures, with some success.</td>
<td>Complexity Simple and often inaccurate sentence structure.</td>
<td>Complexity Anglicised structure, struggles to create sentences.</td>
<td>Complexity Little or no evidence of correct sentence structures.</td>
</tr>
<tr>
<td>Fluency</td>
<td>Vocabulary and register</td>
<td>Content (40%)</td>
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<tr>
<td>Near-native.</td>
<td>Impressive command of vocabulary and register appropriate to spoken presentation and discussion.</td>
<td>Able to develop ideas and/or opinions to an advanced stage.</td>
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<tr>
<td>Very fluent and spontaneous throughout.</td>
<td>Confident use of a wide range of vocabulary in appropriate register.</td>
<td>Comprehensive coverage, considerable depth, very cogent.</td>
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<tr>
<td>Mostly fluent and spontaneous.</td>
<td>Good range of vocabulary, good awareness of register.</td>
<td>Wide coverage, most points covered in depth, relevant examples.</td>
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<tr>
<td>Reasonably fluent with some hesitation.</td>
<td>Some ability to vary vocabulary, some evidence of awareness of register.</td>
<td>Reasonable coverage, some depth, mostly relevant.</td>
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<tr>
<td>Obvious hesitation, fluency confined to pre-learned material.</td>
<td>Basic range of vocabulary, little evidence of awareness of register.</td>
<td>Superficial coverage, some examples irrelevant.</td>
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<tr>
<td>Very halting.</td>
<td>Anglicised vocabulary, many gaps.</td>
<td>Information insufficient, inaccurate or irrelevant.</td>
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<tr>
<td>Little or no demonstration of fluency.</td>
<td>Very poor range, over-simplistic, in appropriate for level of attainment.</td>
<td>Little or no information conveyed.</td>
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<td>Evidence of research</td>
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<tr>
<td>Evidence drawn from a wide range of sources, excellent personal synthesis.</td>
<td>A range of sources used and integrated into a coherent argument.</td>
<td>A number of sources used, material understood and digested.</td>
<td>More than one source used, mostly understood and digested.</td>
<td>Reliance on very limited source(s), little evidence of personal synthesis.</td>
<td>Minimal evidence of research.</td>
<td>No evidence of research.</td>
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<thead>
<tr>
<th>Ability to respond to questions</th>
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<tr>
<td>Very confident, able to expand on arguments with ease.</td>
<td>Confident, able to develop ideas.</td>
<td>Understands questions and can usually respond appropriately.</td>
<td>Understands questions, some hesitation in response.</td>
<td>Questions not always understood, some responses inadequate.</td>
<td>Demonstrates great difficulty in responding to questions.</td>
<td>Responses incoherent.</td>
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<tr>
<th>Structuring and coherence</th>
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<tr>
<td>Impressively coherent.</td>
<td>Ideas clearly linked, good sense of overall perspective, clear introduction and conclusion.</td>
<td>Clear structure, ideas mostly linked with an introduction and conclusion.</td>
<td>Some evidence of structure and linking, but could be better sign-posted for audience.</td>
<td>Some progression of ideas, but structure not always clear.</td>
<td>Minimal progression of ideas. Deficient sign-posting.</td>
<td>Ideas introduced in no apparent order.</td>
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10%
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<thead>
<tr>
<th>Independence from notes</th>
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<tr>
<td>Excellent contact with audience maintained throughout.</td>
<td>Very good contact, notes referred to without interrupting flow of presentation.</td>
<td>Some reliance on notes, but easy to follow, pace maintained.</td>
<td>Reliance on notes but some audience awareness. Pace not a serious hindrance to audience’s ability to follow.</td>
<td>Substantial sections read out, inappropriate pace, little awareness of audience.</td>
<td>Excessive reading of notes, audience barely acknowledged, pace a serious hindrance to audience’s understanding.</td>
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*Note: Providing you achieve an overall credit weighted average of 40% (in all your marks for the year) content modules may be passed at 35% to 39%, i.e at pass for credit and not at honours level*