

## **MARKING GUIDELINES**

You can expect to be awarded a mark in the class where the preponderance of the characteristics of your performance lies.

### **Assessment criteria for oral examinations**

#### **First class honours 92-95-98%**

- Outstanding pronunciation and intonation Exceptional level of fluency
- Flawless command of the language and refined grasp of grammar and syntax
- Perfect use of register, noticeable elegance of expressions and perfect control of idioms
- Impeccable use of grammatical structures and full range of verb tenses and moods
- Impressive range of vocabulary and set expressions
- Elegant use of complex sentence constructions and expert use of connectors
- Impressive reading comprehension skills
- Thoroughly researched, perfectly structured and exceptionally well focused presentation Student able to respond to all the questions showing great originality, remarkable analytical skills and full awareness of cultural context

#### **First class honours 82-85-88%**

- Excellent pronunciation, intonation and fluency
- Complete command of the language and secure grasp of grammar and syntax
- Sophisticated use of register
- Excellent range of vocabulary and set expressions
- Very good use of grammatical structures and full range of verb tenses and moods
- Flawless use of complex sentence constructions and skilful use of connectors
- Excellent reading comprehension skills
- Very well focused and structured presentation with evidence of meticulous research informing it and excellent analytical skills
- Student able to respond to questions showing originality of thought and a very well-grounded understanding of the topics discussed

#### **First class honours 72-75-78%**

- Very good pronunciation, intonation
- Strong command of the language with a confident grasp of grammar and syntax
- Appropriate use of register
- Impressive range of vocabulary and set expressions
- Great range of grammatical structures and appropriate use of a wide variety of tenses and moods
- Accurate use of complex sentence constructions and proficient use of connectors
- Very good reading comprehension skills
- Focused and structured presentation with evidence of serious research informing it, original approach and good analytical skills
- Student able to respond to questions and to develop discussion in a sophisticated way and with good fluency

**Upper second class honours (2i) 62-65-68%**

- Clear pronunciation and acceptable intonation but with some interference from another language
- Good grasp of grammar and syntax
- A degree of fluency with only occasional hesitations
- Mostly appropriate register
- Good range of vocabulary and of set expressions
- Mostly accurate use of gender and agreement
- Good range of grammatical structures and mostly appropriate use of a wide variety of tenses and moods
- Evidence of some ability to manipulate more complex sentence constructions
- Focused, well-structured presentation, good analytical skills
- Student able to respond to questions and develop discussion with some fluency

**Lower second class honours (2ii) 52-55-58%**

- Some interference in pronunciation and intonation from another language, but not to the extent of hampering understanding
- Hesitant at times, but using target language markers of this
- Register broadly appropriate but with some inconsistencies
- Some interference from other languages
- Evidence of some problems with vocabulary and with gender and agreement
- Limited range of vocabulary and set expressions but not to the extent that communication is hampered
- Inconsistent use of appropriate verb tenses and moods A few errors with irregular verb forms and / or with the use of the subjunctive where appropriate
- Limited use of complex sentence constructions
- Attempt at structure but unbalanced overall; good ideas but lacking in analytical skills and originality
- Sound communication but with some hesitation Occasionally, the student will need repetition or reformulation of questions

**Third class honours 42-45-48%**

- Poor pronunciation and intonation with strong interference from another language
- Hesitant at times and unable to use target language markers of this
- Significant other evidence of anglicisms or interference from other languages (false friends, syntax, prepositions, etc.)
- Limited range of vocabulary but not to the extent of preventing communication completely
- Evidence of significant problems with gender and agreement and at syntactical level (use of incomplete sentences, etc.)
- Limited and sometimes incorrect use of different verb tenses and moods
- Many inaccuracies with verb forms
- Basic content mainly descriptive with some attempt at structure but ideas poorly organized
- Poor communication with evident hesitation and not always able to answer questions
- Presentation partially lacking in preparation, structure or focus
- Lack of analysis, superficial and simplistic ideas

**Fail (F) 32-35-38%**

- Very poor pronunciation and intonation with interference from the native language or other languages, to the extent that understanding is often threatened
- Frequent use of inappropriate register
- Showing little fluency
- Very limited comprehension of language material
- Very limited range of vocabulary to the extent that communication of meaning is only very partially achieved
- Ubiquitous problems with gender and agreement
- Proliferation of grammatical errors
- Basic mistakes in conjugations and incorrect use of tenses and moods
- Very limited use of verb tenses and moods
- Problems at syntactical level and inability to communicate using complete grammatically correct sentences
- Presentation substantially lacking in preparation, structure or focus. Lack of analysis, superficial
- Some attempt to contribute to the discussion but language difficulties mean that not enough useful ideas are communicated to merit a pass

**Fail (F) 0-28%**

- Noticeable inadequacies in pronunciation and intonation that necessitate considerable effort on the part of the listener to make sense of what is being said
- No evidence of sensitivity to register
- Little or no fluency
- Extremely limited or virtually no comprehension of language material
- Range of vocabulary inadequate to communicate basic information with frequent errors to the extent that statements are often unintelligible
- Failure to use basic verb tenses and moods. No attempt is made to conjugate verbs
- Very little or no awareness of basic grammatical rules
- Unable to manipulate very simple sentence constructions
- Frequent inaccuracies to the extent that communication is completely impaired
- Presentation totally lacking in preparation, structure or focus
- Only the barest attempt, or no attempt, has been made to give a meaningful response to questions even after they have been repeated or reformulated
- Complete failure to communicate meaning effectively