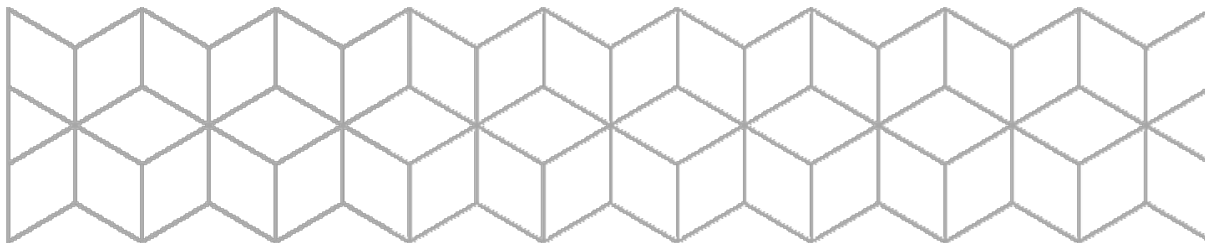


ASSESSMENT GUIDELINES

Course code:	SFEG112014 – 18 H
Course name:	Kulturstudier: Det britiske samveldet 1-7
Form of examination:	Skriftlig
Date:	18.12.2018
Lecturer(s):	Jane Ekstam Virginia Lockhart-Pedersen
Comments:	



Criteria – Content and structure	Fail	Low pass	High pass
All parts of <i>both</i> questions must be answered	Only one question has been addressed One or both questions do not address the question	Both questions are addressed and adequate examples given but there is a lack of analysis	Both questions are addressed using carefully selected examples, which are analyzed and from which convincing conclusions are drawn
There must be a clear argument for each question, which shall be presented in the <i>first</i> paragraph	No argument is presented	An argument is presented but not in the first paragraph	A clear and relevant argument is presented that awakens the reader's interest and is defined in the first paragraph
Each paragraph shall deal with one idea only. Each idea must be relevant to the main argument	Several paragraphs lack a central idea or contain ideas that are not relevant to the central argument	The majority of the paragraphs contain a central idea, but this does not always clearly support the main argument	All paragraphs contain a clear central idea that more than adequately supports the main argument
Each answer shall contain examples by way of illustration of the main argument	Several paragraphs fail to provide examples to illustrate the main argument	The majority of the paragraphs contain examples, but these are not strictly relevant to the main argument	All paragraphs contain well-selected examples that clearly support the main argument
There shall be no factual errors	Many factual errors that put in question the validity of the argument and/or the candidate's factual knowledge	Very few factual errors. These do not detract from the validity of the overall argument	No factual errors and demonstrates a sound knowledge of the subject

Criteria – Language and style	Fail	Low pass	High pass
Sentence length should be varied for fluency to make the text accessible for the reader	The majority of the sentences are of the same length so that the answer lacks fluency and the text lacks accessibility for the reader	A few sentences are of the same length so that the answer in places lacks fluency and the text lacks accessibility for the reader	Demonstrates consistent variation in the length of sentences so that the text is accessible to the reader
There should be very few, if any, <i>minor</i> grammar, spelling and/or punctuation errors	Several <i>minor</i> grammar, spelling and/or punctuation errors that impede reading and understanding of the text	A few <i>minor</i> grammar, spelling and/or punctuation errors that do not impede either reading or understanding of the text	Very few <i>minor</i> grammar, spelling and/or punctuation errors
An academic style and tone is required, i.e. appropriate vocabulary, smooth flow from one sentence to another as well as one paragraph to another	Too informal or personal style/tone with, for example, overuse of personal pronouns, lack of flow from one sentence to another and one paragraph to another	Some examples of informal or personal style/tone, e.g. overuse of personal pronouns, lack of flow from one sentence to another and /or one paragraph to another	A consistently accurate and elegant academic style/tone with appropriate vocabulary, smooth flow from one sentence to another and one paragraph to another

SECTION ONE

Question 1:

The students shall demonstrate a knowledge of Reader Response theory and the nature and functions of compiling a log book on literature. Examples are required from *The Giver*.

Question 2:

The student shall demonstrate an ability to assess the suitability in terms of content and language of his or her chosen book for use in the Norwegian school classroom. The student's discussion should be related to the English subject curriculum at a specified grade level. A few activities based on the chosen book that include the basic skills should be discussed.