LMUENG10417 ENG104 Kultur, samfunn, litteratur i Storbritannia og Irland (5-10) (Vår 2020)

Exam has two parts. The candidate must pass both parts in order to receive a passing grade for the exam.

Assessment criteria for written responses and examples for C (average) grade.

Criteria	C (average)	Comments above and below
Formal Criteria	Both parts are answered 1500 words (+/- 10 %) each part	
Structure of the text (s) • The text has an introduction, body, and conclusion. • The topic/argument is presented in the first paragraph. • Paragraphs are centered around one idea/topic. • The concluding paragraph summarizes the text. • The parts of the text are coherent. • Conclusion	The text follows the format of an academic text with an introduction body, and conclusion. The text is generally cohesive, meaning each paragraph supports the topic presented in the introduction, and each paragraph connects with the previous paragraph without the reader having to work to understand this connection. Within each paragraph, there is cohesion between the sentences which focus a singular topic. The conclusion summarizes the text and refers back to the introduction and topic of the text.	
Language • The writer uses appropriate word choice and formality. • The text includes a variety of linking words and phrases. • The text includes a variety of sentence structures and lengths. • The text shows an understanding of standard English grammar usage. • The text shows an understanding of standard English punctuation.	The overall language of the text shows a solid understanding of academic writing, by using vocabulary that reflects the tenor for an academic text. For example, literary terms are appropriately used, and oral slang is avoided. Although some mistakes occur, the writer shows a solid understanding of a variety sentence structures and correct usage of English grammar and punctuation. The writer uses words and phrases to assure fluency and cohesion in the text.	
Content and Subject knowledge • The content supports the given task. • The content shows learner's competency in the course aims.	The content of the text reflects an understanding of the topic of the given exam task, connecting the content to the curriculum aims from the course. The content answers most parts of the given task. The text shows an understanding of how the topic	

• The content includes references to academic literature.	of the text is related to the English subject and teaching English language learners (ELL). The writer refers to language learning theories and literature on literary analysis (including graphic novels if asked for), intercultural competency and using literature in the ELL classroom.	
Academic Technical Writing Skills • Quotes and excerpts written in the text are cited. • All other sources, including pictures, used in the text are cited. • APA 6 format is used.	Reference list and in-text citations are included and mostly accurate, although the use of APA6 style is inconsistent.	

Non-pass
A non- pass text includes several of the following items: A non-pass text shows no structure such as an introduction, body, or conclusion; The text shows little cohesion, making difficult to assess whether the text answers the given task; The text communicates at a very low level with very simple words, sentences, and content;   The content in a non-pass text fails to answer the task: A non-pass text has non-standard English, with several basic spelling, grammar, and punctuation mistakes that makes communication with the text difficult;   A non-pass text presents little to no understanding of academic writing, omitting most or all references in the text and omitting a literature list; A non-pass text uses texts from others for more than 10-15% of the text. A non-pass text only answers one part of the exam.

A (High)
A candidate of the highest grade shows an in-depth understanding of the given topic by using current and relevant literature in a logical and cohesive manner. The text shows an advanced understanding of the given task and a reflection that goes beyond simply answering the given task, giving the reader creative and innovative insights that combine several different theories about literature and practice in the ELL classroom. The language of a candidate displays clear, coherent and effective structure to guide the reader throughout the entire text. The use of language is consistently appropriate for a formal professional text with clear and precise choice of words. The text has no significant lapses in grammar, spelling and sentence construction, making it fluent and highly communicative.   The text is easily related to the given task and the aims of the course.

General, qualitative description of valuation criteria: HiØ

A: Excellent
An excellent performance, clearly outstanding. The candidate demonstrates excellent judgement and a very high degree of independent thinking.

B: Very good
A very good performance. The candidate demonstrates sound judgement and a high degree of independent thinking.

C: Good
A good performance in most areas. The candidate demonstrates a reasonable degree of judgement and independent thinking in the most important areas.

D: Satisfactory
A satisfactory performance, but with significant shortcomings. The candidate demonstrates a limited degree of judgement and independent thinking.

E: Sufficient
A performance that meets the minimum criteria, but no more. The candidate demonstrates a very limited degree of judgement and independent thinking.

F: Fail
A performance that does not meet the minimum academic criteria. The candidate demonstrates an absence of both judgement and independent thinking.