

ASSESSMENT GUIDELINES

Course code:	SFVENGY18
Course name:	Engelsk på yrkesfag
Form of examination:	Oral exam in groups of three
Date:	13 May 2019
Lecturer(s):	Karin Dahlberg Pettersen (also Course coordinator) Eva Martinsen Dyrnes, HiØ, Nazareth Amblesom Kifle, HiØ, Kathrine Staksrud, HiØ, Tina Helen Bunæs, Ilka Nagel, HiØ, Stine M. Brynhildsen, HiØ, Virginia Lockhart-Pedersen, Fremmedspråksenteret, Henrik Bøhn, USN, Are Turmo, NHO, Marita S. Myhre, Borg vgs.
Comments: There will be five groups, with three participants in every group. Link to Course plan for 'Engelsk på yrkesfag': https://www.hiof.no/studier/programmer/s622o-kk-engelsk-pa-yrkesfag-kompetanse-for-kvalitet/studieplaner/H2018.html	



Grading is based on Universitets- og høyskolerådets (UHR) Karaktersystem – generelle, kvalitative beskrivelser (see [https://www.uhr.no/ f/p1/i4bfb251a-5e7c-4e34-916b-85478c61a800/karaktersystemet_generelle_kvalitative_beskrivelser.pdf](https://www.uhr.no/f/p1/i4bfb251a-5e7c-4e34-916b-85478c61a800/karaktersystemet_generelle_kvalitative_beskrivelser.pdf))

Grade	Description	General, qualitative description of valuation criteria
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.

The students will be assessed on their entire performance – to what degree does the student:

- demonstrate good insight and knowledge of the area in question?
- argue a position and support it with relevant arguments?
- balance the relationship between theory, practice and the *Knowledge Promotion*?
- show critical reflection and independent thinking in relation to his/her own practice?
- respond to others' contributions and demonstrate good communicative competence?
- demonstrate the ability to adjust his/her professional language and level of formality to the given context?
- speak English with accuracy and fluency and use adequate vocabulary?
- use clear pronunciation and correct intonation?

"Eksamenen er både en språkferdighetsprøve og fagsamtale om lærestoffet. Studentens evne til å kommunisere effektivt på idiomatisk engelsk med god uttale og intonasjon vektlegges på lik linje med studentens innsikt i og forståelse for en helhetsorientert undervisning i engelsk på yrkesfag".

Oral exam: Engelsk på yrkesfag SFENGY18

Monday 13 May 2019

Guidelines for the exam:

According to the study plan/*Vurdering* the exam will be carried out as follows:

‘Muntlig eksamen i par/gruppe med individuell vurdering. Varighet ca. 45 minutter.
Tillatt hjelpemiddel er Læreplan i engelsk.’

The topics for the exam will be announced one week prior to the exam – that is on **Monday 6 May, in Canvas**. Your group will be given **one** of these topics to discuss.

You will be provided with a copy of the *Knowledge Promotion* and pen and paper. You may take notes during the discussion.

The context of this exam is *a discussion between colleagues*: this means that the setting is rather formal and requires the professional language of a teacher.

To develop a comprehensive and fruitful discussion, you are to include the following elements when relevant: *The Knowledge Promotion*, theory, literature, teaching practice, course work requirements, reflections on the course and teacher development.

At the end of your discussion you will be asked to reflect on the course and identify new ways forward for the field and yourself.

Please remember that it is the responsibility of all members of the group to keep the discussion going and to see to that the other members can have her/his say. In other words, the exam is a discussion where you take turns and contribute to developing a flowing conversation.

We want all group members to shine and demonstrate how well you speak English and what good insight and knowledge you have. The role of the internal examiner is basically to be there and assist you if you need some prompting, ensure that everyone’s voice is heard, and see to that no one monopolizes the talking time. If necessary, the internal examiner may call on individual candidates to contribute more or interrupt candidates who speak for too long.

Evaluation criteria for the exam:

According to the study plan/*Vurdering* the candidate will be evaluated as follows:

"Eksamenen er både en språkferdighetsprøve og fagsamtale om lærestoffet. Studentens evne til å kommunisere effektivt på idiomatisk engelsk med god uttale og intonasjon vektlegges på lik linje med studentens innsikt i og forståelse for en helhetsorientert undervisning i engelsk på yrkesfag.

Eksamenen vurderes av en ekstern og en intern sensor. Det gis individuelle karakterer. Det benyttes bokstavkarakterer på en skala A til F" (A er beste karakter, E dårligst beståtte karakter og F betyr *ikke bestått*).

You will be evaluated on your entire performance – to what degree does the student:

- demonstrate good insight and knowledge of the area in question?
- argue a position and support it with relevant arguments?
- balance the relationship between theory, practice and the *Knowledge Promotion*?
- show critical reflection and independent thinking in relation to his/her own practice?
- respond to others' contributions and demonstrate good communicative competence?
- demonstrate the ability to adjust his/her professional language and level of formality to the given context?
- speak English with accuracy and fluency and use adequate vocabulary?
- use clear pronunciation and correct intonation?

Some good advice:

In a discussion of this kind, you may experience that you are pushed to the limits of your language and may struggle at some points with vocabulary and sentence structure. Consider the following strategies:

- paraphrasing and rephrasing may lead to a better flow
- asking the other group members for help is another way of keeping the flow of language
- correct yourself instead of letting errors of grammar and pronunciation pass: this demonstrates language awareness and language development
- avoid producing contributions that are repetitive and off topic
- avoid the potential pitfall of details (as you know, teachers seem to have a marked attention to detail)
- summing up regularly during the discussion is a strategy for keeping to the point
- keep your contributions as concise and precise as you can – avoid too many generalities
- don't hesitate to pose questions to enliven the discussion
- pay attention to the flow of discussion and try to make contributions relevant to what is being discussed rather than jumping ahead; bring new ideas gradually and smoothly into the discussion.