

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 language written examinations

First class honours 92-95-98%

- 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 argument, showing great originality, remarkable analytical skills and full awareness of cultural context

First class honours 82-85-88%

- 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 argument with evidence of meticulous research informing it and excellent analytical skills
- Student shows originality of thought and a very well-grounded understanding of the topics discussed

First class honours 72-75-78%

- 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 argument with evidence of serious research informing it, original approach and good analytical skills

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

- Good grasp of grammar and syntax
- Mostly appropriate register

- Good range of vocabulary and of set expressions but with some interference from another language
- 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 argument, good analytical skills
- Student able to develop argument with some fluency

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

- Some interference from another language, but not to the extent of hampering understanding
- 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

Third class honours 42-45-48%

- Strong interference from another language
- 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
- Argument partially lacking in preparation, structure or focus
- Lack of analysis, superficial and simplistic ideas

Fail (F) 32-35-38%

- Very poor argument with interference from the native language or other languages, to the extent that understanding is often threatened
- Frequent use of inappropriate register
- 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
- Argument substantially lacking in preparation, structure or focus. Lack of analysis, superficial
- Not enough useful ideas are communicated to merit a pass

Fail (F) 0-28%

- Noticeable inadequacies argument that necessitate considerable effort on the part of the reader to make sense of what is being written
- No evidence of sensitivity to register
- 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
- Argument totally lacking in preparation, structure or focus
- Complete failure to communicate meaning effectively