

**GROUP WORK – MARKING CRITERIA** – The criteria below give an indication of how examiners grade group work in the language of study and are meant to assess a team-produced project submitted for evaluation for which all team members will receive a joint mark. However, if there is evidence that a student has not engaged with the group task a separate mark will be awarded. These marking criteria assess a collaborative project resulting from teamwork and therefore do not assess individual contributions separately, but the result of a collective effort. The criteria are cumulative (a higher grade implies possession of the skills and the absence of deficiencies described at lower grades). At the same time, the grade profiles are necessarily general and typical: a team project need not fit all aspects of a profile to fall into that grade band and there may be elements that do not apply to every skill assessed. Teams should also be aware that different languages may have different learning outcomes. Moreover, depending on the exercise being assessed, a proportion of the overall mark may be awarded for any or all of the following: intellectual content, presentation skills, debating skills, or evidence of effective group work and interaction. Teams can expect to be told by their language tutor if this is the case and how the mark is split. There may be elements that do not apply to every task.

<b>1<sup>st</sup> Class</b>	<b>High 1<sup>st</sup></b> Low: 92 Mid: 95 High: 98	<p><b>INTERACTION, DELIVERY AND TRANSFERABLE SKILLS (including teamwork):</b></p> <ul style="list-style-type: none"> <li>- The project displays exemplary evidence of interpersonal skills including communication, negotiation and leadership.</li> <li>- Consistently fluent performance* throughout with an impressive and effortless ability to interact with others in social and professional contexts at a level that would impress a potential employer.</li> <li>- Exemplary evidence of very effective teamwork, coordination and planning, covering all required aspects with impressive attention to detail.</li> <li>- Exemplary teamwork led to a cohesive product that successfully brings together a wide variety of sophisticated insights and shows exemplary awareness of a diversity of opinions and viewpoints.</li> <li>- Exceptional standard of delivery, comprehension, and presentation skills.</li> </ul> <p><b>LANGUAGE:</b></p> <ul style="list-style-type: none"> <li>- Exceptional use of relevant, technical and sophisticated vocabulary.</li> <li>- Exemplary use of relevant idiomatic expressions.</li> <li>- Authentic understanding and use of register appropriate to the task.</li> <li>- Exceptional level of grammatical accuracy showing no grammar or spelling / character* or punctuation errors.</li> <li>- Exceptional use of an impressively broad range of sophisticated grammatical structures to an educated near-native standard.</li> </ul> <p><b>CONTENT (including intercultural awareness, organisation and presentation skills):</b></p> <ul style="list-style-type: none"> <li>- Highly sophisticated ideas revealing an exemplary level of analysis.</li> <li>- Impressive intercultural awareness and ability to address a wide range of fully relevant and sophisticated aspects pertaining to the society and culture of the countries where the language of study is spoken.</li> <li>- The intercultural aspects addressed provided undoubtful evidence of an ability to successfully navigate across cultures with tolerance and respect dismantling overgeneralisations and stereotypes.</li> <li>- Complete evidence of original insight and independent learning.</li> <li>- Approach is fully analytical, original and creative and avoids mere description.</li> </ul>
	<b>Good 1<sup>st</sup></b> Low: 82 Mid: 85 High: 88	<p><b>INTERACTION, DELIVERY AND TRANSFERABLE SKILLS (including teamwork):</b></p> <ul style="list-style-type: none"> <li>- The project displays outstanding evidence of interpersonal skills including communication, negotiation and leadership.</li> <li>- Mostly fluent performance* throughout with a solid ability to interact with others in social and professional contexts at a level that would attract a potential employer.</li> <li>- Outstanding evidence of very effective teamwork, coordination and planning, covering most required aspects with very clear attention to detail.</li> <li>- Outstanding teamwork led to a cohesive product that successfully brings together a variety of mostly sophisticated insights and shows outstanding awareness of a diversity of opinions and viewpoints.</li> <li>- Outstanding standard of delivery, comprehension, and presentation skills.</li> </ul> <p><b>LANGUAGE:</b></p> <ul style="list-style-type: none"> <li>- Outstanding use of technical and sophisticated vocabulary.</li> </ul>

		<ul style="list-style-type: none"> <li>- Outstanding use of relevant idiomatic expressions.</li> <li>- Style and register are consistent, individual and suitable to the subject matter.</li> <li>- Outstanding level of grammatical accuracy with virtually no errors in grammar or spelling / character* or punctuation.</li> <li>- Outstanding use of a broad range of sophisticated grammatical structures.</li> </ul> <p><b>CONTENT (including intercultural awareness, organisation and presentation skills):</b></p> <ul style="list-style-type: none"> <li>- Very sophisticated ideas revealing an outstanding level of analysis.</li> <li>- Outstanding intercultural awareness and ability to address a wide range of relevant and sophisticated aspects pertaining to the society and culture of the countries where the language of study is spoken.</li> <li>- The intercultural aspects addressed provided very clear evidence of an ability to successfully navigate across cultures with tolerance and respect beyond overgeneralisations and stereotypes.</li> <li>- Consistently clear evidence of original insight and independent learning.</li> <li>- Approach is mostly analytical, original and creative and avoids mere description in most cases.</li> </ul>
	<p><b>Low 1<sup>st</sup></b>  Low: 72  Mid: 75  High: 78</p>	<p><b>INTERACTION, DELIVERY AND TRANSFERABLE SKILLS (including teamwork):</b></p> <ul style="list-style-type: none"> <li>- The project displays excellent evidence of interpersonal skills including communication, negotiation and leadership.</li> <li>- Fluent performance* overall with clear ability to interact with others in social and professional contexts at a level that would convince a potential employer.</li> <li>- Excellent evidence of very effective teamwork, coordination and planning, covering most required aspects with very clear attention to detail.</li> <li>- Excellent teamwork led to a cohesive product that successfully brings together several sophisticated insights and shows excellent awareness of a diversity of opinions and viewpoints.</li> <li>- Excellent standard of delivery, comprehension, and presentation skills.</li> </ul> <p><b>LANGUAGE:</b></p> <ul style="list-style-type: none"> <li>- Excellent range of technical and sophisticated vocabulary, with minor and relatively infrequent inaccuracies.</li> <li>- Excellent use of a number of relevant idiomatic expressions.</li> <li>- Style and register are consistent and suited to the task.</li> <li>- Excellent level of grammatical accuracy, with few significant errors in grammar or spelling/ character*.</li> <li>- Any errors in spelling and punctuation are minor.</li> <li>- Excellent mastery of a wide range of sophisticated grammatical structures, with only occasional slips or non-systematic inaccuracies.</li> </ul> <p><b>CONTENT (including intercultural awareness, organisation and presentation skills):</b></p> <ul style="list-style-type: none"> <li>- A range of sophisticated ideas revealing an excellent level of analysis.</li> <li>- Excellent intercultural awareness and ability to address a range of relevant and sophisticated aspects pertaining to the society and culture of the countries where the language of study is spoken.</li> <li>- The intercultural aspects addressed provided clear evidence of an ability to successfully navigate across cultures with tolerance and respect beyond overgeneralisations and stereotypes.</li> <li>- Clear evidence of original insight and independent learning.</li> <li>- Approach is overall analytical, original and creative and tends to avoid mere description.</li> </ul>
<p><b>2<sup>nd</sup> Class</b></p>	<p><b>Upper 2:1</b>  Mid: 65  High: 68</p>	<p><b>INTERACTION, DELIVERY AND TRANSFERABLE SKILLS (including teamwork):</b></p> <ul style="list-style-type: none"> <li>- The project displays very good evidence of interpersonal skills including communication, negotiation and leadership with occasional slips and oversights.</li> <li>- Very good performance overall with a good degree of fluency*. Overall ability to interact with others in social and professional contexts at a level that would suit a professional context very effectively.</li> <li>- Evidence of effective teamwork, coordination and planning, covering most required aspects with attention to detail despite occasional inaccuracies.</li> </ul>

		<ul style="list-style-type: none"> <li>- Teamwork led to a cohesive product overall that brings together a number of insights, some sophisticated, and shows very good awareness of a diversity of opinions and viewpoints.</li> <li>- Very good standard of delivery, comprehension, and presentation skills with occasional minor inaccuracies.</li> </ul> <p><b>LANGUAGE:</b></p> <ul style="list-style-type: none"> <li>- Very good range of technical and sophisticated vocabulary, with occasional major errors.</li> <li>- Relevant use of a number of idiomatic expressions.</li> <li>- Style and register are mainly consistent and suited to the task.</li> <li>- Very good level of grammatical accuracy, with few major errors in grammar or spelling/ character*.</li> <li>- Inaccuracies in spelling and punctuation are minor for the most part.</li> <li>- Very good mastery of a range of sophisticated grammatical structures, with some occasionally systematic slips.</li> </ul> <p><b>CONTENT (including intercultural awareness, organisation and presentation skills):</b></p> <ul style="list-style-type: none"> <li>- The project features some sophisticated ideas displaying a very good level of analysis.</li> <li>- Very good intercultural awareness and ability to address a range of relevant aspects pertaining to the society and culture of the countries where the language of study is spoken.</li> <li>- The intercultural aspects addressed provided evidence of an ability to successfully navigate across cultures with tolerance and respect. Minor and occasional overgeneralisations or misinterpretations due to the influence of stereotypes.</li> <li>- Evidence of original insight and independent learning.</li> <li>- Approach is analytical, original and creative to some extent with a tendency to description at some points.</li> </ul>
<p><b>Lower 2:1</b> Low: 62 Mid: 65</p>		<p><b>INTERACTION, DELIVERY AND TRANSFERABLE SKILLS (including teamwork):</b></p> <ul style="list-style-type: none"> <li>- The project displays good evidence of interpersonal skills including communication, negotiation and leadership. Occasional major slips at points.</li> <li>- Good performance overall with some hesitations throughout*. Overall ability to interact with others in social and professional contexts at a level that would suit a professional context effectively.</li> <li>- Evidence of teamwork, coordination and planning, covering most required aspects with some attention to detail despite occasional major inaccuracies.</li> <li>- Teamwork led to an overall project that brings together a number of insights and shows good awareness of a diversity of opinions and viewpoints. Occasional sophistication in arguments, although some points required further argumentation.</li> <li>- Good standard of delivery, comprehension, and presentation skills with some major inaccuracies.</li> </ul> <p><b>LANGUAGE:</b></p> <ul style="list-style-type: none"> <li>- Good range of technical and sophisticated vocabulary, with a number of major errors, occasionally systematic.</li> <li>- Good use of relevant idiomatic expressions on the whole but sitting oddly at times.</li> <li>- For the most part choice of register and style suit the task, with some slips.</li> <li>- Good level of grammatical accuracy, with relatively few major errors in grammar or spelling/ character*.</li> <li>- Some major inaccuracies in spelling and punctuation.</li> <li>- Good mastery of a range of sophisticated grammatical structures overall, with a number of systematic slips.</li> </ul> <p><b>CONTENT (including intercultural awareness, organisation and presentation skills):</b></p> <ul style="list-style-type: none"> <li>- The project features relevant ideas, occasionally sophisticated, displaying a good level of analysis.</li> <li>- Good level of intercultural awareness and ability to address a range of aspects pertaining to the society and culture of the countries where the language of study is spoken. Some ideas required further argumentation and were not entirely relevant for the task.</li> <li>- The intercultural aspects addressed provided evidence of an ability to successfully navigate across cultures, with occasional overgeneralisations and misinterpretations due to the influence of uniformed stereotypes.</li> </ul>

	<p><b>2:2</b> Low: 52 Mid: 55 High: 58</p>	<ul style="list-style-type: none"> <li>- Occasional evidence of original insight and independent learning.</li> <li>- Approach is analytical to some extent with a tendency to description</li> </ul> <p><b>INTERACTION, DELIVERY AND TRANSFERABLE SKILLS (including teamwork):</b></p> <ul style="list-style-type: none"> <li>- The project displays some evidence of interpersonal skills with various major slips.</li> <li>- Appropriate performance overall but with frequent hesitations*. Adequate ability to interact with others in social and professional contexts at a level that would suit a professional context to some extent.</li> <li>- Teamwork was adequate overall, but with occasional evidence of lack of sufficient coordination and planning. The project did not cover some essential aspects. Further attention to detail was expected.</li> <li>- The project shows some awareness of a diversity of opinions and viewpoints, but it required further cohesiveness. Arguments were relevant overall but required further argumentation.</li> <li>- Appropriate standard of delivery, comprehension, and presentation skills with some contradictions and occasional confusion regarding the requirements of the task.</li> </ul> <p><b>LANGUAGE:</b></p> <ul style="list-style-type: none"> <li>- Appropriate range of sophisticated and technical expression.</li> <li>- There is some lack of appropriate vocabulary and spelling inaccuracies, but they do not impede communication.</li> <li>- The project may rely on learnt phrases or idiomatic expressions to present its argument: These may be inappropriate for the register otherwise used.</li> <li>- Reasonable choice of register, but inconsistently maintained.</li> <li>- Reasonable level of grammatical and spelling/character* accuracy, but with a number of major errors.</li> <li>- Appropriate use of a reasonable range of grammatical structures.</li> <li>- Possible interference from other languages, but generally not a barrier to communication.</li> </ul> <p><b>CONTENT (including intercultural awareness, organisation and presentation skills):</b></p> <ul style="list-style-type: none"> <li>- The project features some ideas that are not fully relevant. Overall tendency to description.</li> <li>- Adequate level of intercultural awareness overall, with occasional ability to address a range of aspects pertaining to the society and culture of the countries where the language of study is spoken. Ideas required further argumentation at various points.</li> <li>- Occasional tendency to overgeneralise and misinterpret the sociocultural intricacies of the target culture due to the influence of uniformed stereotypes. Nevertheless, some of the intercultural aspects addressed provided adequate evidence of an ability to navigate across cultures.</li> <li>- Further evidence of original insight and independent learning was expected.</li> </ul>
<p><b>3<sup>rd</sup> Class</b></p>	<p><b>40-49</b> Low: 42 Mid: 45 High: 48</p>	<p><b>INTERACTION, DELIVERY AND TRANSFERABLE SKILLS (including teamwork):</b></p> <ul style="list-style-type: none"> <li>- Sufficient evidence of interpersonal skills but frequent major slips.</li> <li>- Acceptable performance overall but with constant hesitations*. Some evidence of struggling to interact with others in social and professional contexts that would pose challenges in a professional environment.</li> <li>- Overall evidence of lack of sufficient coordination and planning within the team. The project did not cover a good number of crucial aspects. Little attention to detail.</li> <li>- The project shows limited awareness of a diversity of opinions and viewpoints and it lacks cohesiveness overall. Various arguments were irrelevant, and others required further argumentation.</li> <li>- Sufficient standard of delivery but with frequent contradictions and confusion regarding the requirements of the task.</li> </ul> <p><b>LANGUAGE:</b></p> <ul style="list-style-type: none"> <li>- Limited range of expression that inhibits the development of the argument, with virtually no use of technical or sophisticated vocabulary.</li> <li>- A number of major spelling inaccuracies also impede understandability at times.</li> <li>- Unsuccessful or no attempts at using idiomatic expressions.</li> </ul>

		<ul style="list-style-type: none"> <li>- Limited control of register, which may also be inappropriate to the task.</li> <li>- Limited level of grammatical and spelling/character* accuracy, with a series of systematic and major errors interfering with the communication of ideas.</li> <li>- Virtually no attempts to vary the use of grammatical structures.</li> <li>- Significant interference from other languages, impeding communication in a number of cases.</li> <li>- Some of the language is more appropriate to the level below, showing limited mastery of the material covered in the module.</li> </ul> <p><b>CONTENT (including intercultural awareness, organisation and presentation skills):</b></p> <ul style="list-style-type: none"> <li>- Most ideas were irrelevant and were merely descriptive.</li> <li>- Sufficient level of intercultural awareness, but the project revealed difficulties to address a range of aspects pertaining to the society and culture of the countries where the language of study is spoken. Ideas were not sufficiently argued at various points.</li> <li>- Clear tendency to overgeneralise and misinterpret the sociocultural intricacies of the target culture due to the influence of uniformed stereotypes. At various points, the intercultural aspects addressed provided insufficient evidence of an ability to navigate across cultures.</li> <li>- Little evidence of original insight and independent learning.</li> </ul>
<b>Fail</b>	<b>25-39</b> Low: 25 Mid: 30 High: 39	<p><b>INTERACTION, DELIVERY AND TRANSFERABLE SKILLS (including teamwork):</b></p> <ul style="list-style-type: none"> <li>- Insufficient evidence of interpersonal skills overall.</li> <li>- Inadequate performance overall. Clear evidence of struggling to interact with others in social and professional contexts that would not be adequate in a professional environment.</li> <li>- Insufficient teamwork, coordination and planning overall. The project did not cover most relevant aspects. Practically no attention to detail.</li> <li>- The project shows little awareness of a diversity of opinions and viewpoints and it is not cohesive. Arguments were overall irrelevant and were not properly developed.</li> <li>- Insufficient standard of delivery with constant contradictions and confusion regarding the requirements of the task.</li> </ul> <p><b>LANGUAGE:</b></p> <ul style="list-style-type: none"> <li>- Insufficient range of expression, with clear gaps in basic, technical and sophisticated vocabulary.</li> <li>- Systematic major inaccuracies impeding comprehension for the majority of the contribution.</li> <li>- Style and register are not appropriate to the task.</li> <li>- Insufficient level of grammatical and spelling / character* accuracy, with systematic major errors even in basic structures revealing insufficient independent learning time.</li> <li>- Systematic interference from other languages impedes communication for the most part.</li> </ul> <p><b>CONTENT (including intercultural awareness, organisation and presentation skills):</b></p> <ul style="list-style-type: none"> <li>- Ideas were mostly irrelevant and were merely descriptive.</li> <li>- Insufficient level of intercultural awareness. The project revealed serious difficulties to address a range of aspects pertaining to the society and culture of the countries where the language of study is spoken. Ideas were insufficiently argued overall.</li> <li>- Constant tendency to overgeneralise and misinterpret the sociocultural intricacies of the target culture due to the influence of uniformed stereotypes. The intercultural aspects addressed were inadequate and showed inability to navigate across cultures.</li> <li>- Lack of evidence of original insight and independent learning.</li> </ul>
	<b>0-25</b> Low: 8 Mid: 16 High: 25	<p><b>INTERACTION, DELIVERY AND TRANSFERABLE SKILLS (including teamwork):</b></p> <ul style="list-style-type: none"> <li>- No evidence of interpersonal skills overall.</li> <li>- Highly limited performance overall. Little to no evidence of an ability to interact with others in social and professional contexts.</li> <li>- Extremely limited evidence of teamwork. Lack of coordination and planning overall. The project did not cover most aspects and paid no attention to detail.</li> <li>- The project did not contemplate alternative insights or opinions, and it is incohesive. Most arguments were irrelevant and were not developed.</li> </ul>

		<ul style="list-style-type: none"><li>- Very low standard of delivery with lack of a coherent argument and confusion regarding the requirements of the task.</li></ul> <p><b>LANGUAGE:</b></p> <ul style="list-style-type: none"><li>- Lack of an acceptable range of expression, with very narrow lexical repertoire.</li><li>- Systematic major inaccuracies impede comprehension.</li><li>- Style and register are not appropriate to the task and belong to the level below</li><li>- Grammatical and spelling / characters* conventions are systematically breached.</li><li>- Severe and constant flaws in expression cause misunderstanding and absolute inadequacy of communication.</li></ul> <p><b>CONTENT (including intercultural awareness, organisation and presentation skills):</b></p> <ul style="list-style-type: none"><li>- Ideas had little to do with the task and were not developed.</li><li>- Severe lack of intercultural awareness. The project revealed an inability to address a range of aspects pertaining to the society and culture of the countries where the language of study is spoken. Ideas were not argued.</li><li>- Overgeneralisations and misinterpretations of the sociocultural intricacies of the target culture due to the influence of uninformed stereotypes. No real intercultural aspects addressed, showing an inability to navigate across cultures.</li><li>- Absence of independent learning or original insight.</li></ul>
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\*If applicable to the group task.