

MARK SCHEME FOR PORTFOLIO TASK 3 (Group Task)

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 and 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. Since this task is about communication, teams can expect to be penalised if they read an entire script for this task.

<p>1st Class</p>	<p>High 1st Low: 92 Mid: 95 High: 98</p>	<p>INTERACTION, DELIVERY AND TRANSFERABLE SKILLS (including teamwork and presentation skills):</p> <ul style="list-style-type: none"> - Consistently fluent performance throughout, with consistently natural intonation and highly accomplished pronunciation. - Impressive presentation skills and effortless ability to interact with others in social and professional contexts. - Exemplary evidence of very effective teamwork, coordination and planning, covering all required aspects with impressive attention to detail. - 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. <p>LANGUAGE:</p> <ul style="list-style-type: none"> - Exceptional and consistently accurate use of relevant, technical and sophisticated vocabulary, including persuasive use of idiomatic expressions. - Authentic use of register appropriate to the task. - Exceptional level of grammatical accuracy showing no grammar or spelling / character or punctuation errors. - Exceptional use of an impressively broad range of sophisticated grammatical structures. <p>CONTENT (including intercultural awareness and organisation):</p> <ul style="list-style-type: none"> - Highly sophisticated ideas revealing an exemplary level of analysis, avoiding mere description. - 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, successfully avoiding any overgeneralisations and stereotyping. - Ample evidence of creativity, original insight and independent learning.
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	<p>Good 1st Low: 82 Mid: 85 High: 88</p>	<p>INTERACTION, DELIVERY AND TRANSFERABLE SKILLS (including teamwork and presentation skills):</p> <ul style="list-style-type: none"> - Mostly fluent performance throughout, with natural intonation and accomplished pronunciation. - Outstanding presentation skills and solid ability to interact with others in social and professional contexts - Outstanding evidence of very effective teamwork, coordination and planning, covering most required aspects with consistently clear attention to detail. - 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. <p>LANGUAGE:</p> <ul style="list-style-type: none"> - Outstanding and accurate use of technical and sophisticated vocabulary, including persuasive use of idiomatic expressions. - Style and register are consistent, individual and suitable to the subject matter. - Outstanding level of grammatical accuracy with virtually no errors in grammar or spelling / character or punctuation. - Outstanding use of a broad range of sophisticated grammatical structures.
		<p>CONTENT (including intercultural awareness and organisation):</p> <ul style="list-style-type: none"> - Very sophisticated ideas revealing an outstanding level of analysis, avoiding mere description for the most part. - 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, successfully avoiding overgeneralisations and stereotyping. - Consistently clear evidence of creativity, original insight and independent learning.

	<p>Low 1st Low: 72 Mid: 75 High: 78</p>	<p>INTERACTION, DELIVERY AND TRANSFERABLE SKILLS (including teamwork and presentation skills):</p> <ul style="list-style-type: none"> - Fluent performance overall, with excellent intonation and pronunciation. - Excellent presentation skills and clear ability to interact with others in social and professional contexts. - Excellent evidence of very effective teamwork, coordination and planning, covering most required aspects with very clear attention to detail. - 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. <p>LANGUAGE:</p> <ul style="list-style-type: none"> - Excellent range of technical and sophisticated vocabulary, successfully using a range of relevant idiomatic expressions, with minor and relatively infrequent inaccuracies. - Style and register are consistent and suited to the task. - Excellent level of grammatical accuracy, with few significant errors in grammar or spelling/ character. - Excellent mastery of a wide range of advanced grammatical structures, with only occasional slips or non-systematic inaccuracies. - Any errors in spelling and punctuation are minor. <p>CONTENT (including intercultural awareness and organisation):</p> <ul style="list-style-type: none"> - A range of sophisticated ideas revealing an excellent level of analysis that tends to avoid mere description. - 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, generally avoiding overgeneralisations and stereotyping. - Clear evidence of creativity, original insight and independent learning.
<p>2nd Class</p>	<p>Upper 2:1 Mid: 65 High: 68</p>	<p>INTERACTION, DELIVERY AND TRANSFERABLE SKILLS (including teamwork and presentation skills):</p> <ul style="list-style-type: none"> - Very good performance overall with a good degree of fluency, with very good intonation and pronunciation. - Very good presentation skills and very good overall ability to interact with others in social and professional contexts. - Evidence of effective teamwork, coordination and planning, covering most required aspects with attention to detail despite occasional inaccuracies. - Teamwork led to a cohesive product overall that brings together some sophisticated insights and shows very good awareness of a diversity of opinions and viewpoints. <p>LANGUAGE:</p> <ul style="list-style-type: none"> - Very good range of technical and sophisticated vocabulary, including use of some relevant idiomatic expressions, with occasional major errors. - Style and register are mainly consistent and suited to the task. - Inaccuracies in spelling and punctuation are minor for the most part. - Very good mastery of a range of advanced grammatical structures, with some systematic slips. - Very good level of grammatical accuracy, with few major errors in grammar or spelling/ character. <p>CONTENT (including intercultural awareness and organisation):</p> <ul style="list-style-type: none"> - The project features some sophisticated ideas displaying a very good level of analysis, with a tendency to description at times.

		<ul style="list-style-type: none"> - 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, with occasional overgeneralisations or misinterpretations based on stereotypes. - Evidence of creativity, original insight and independent learning.
	<p>Lower 2:1 Low: 62 Mid: 65</p>	<p>INTERACTION, DELIVERY AND TRANSFERABLE SKILLS (including teamwork and presentation skills):</p> <ul style="list-style-type: none"> - Good performance overall with some hesitations throughout, with good intonation and pronunciation. - Good presentation skills and good overall ability to interact with others in social and professional contexts. - Evidence of teamwork, coordination and planning, covering most required aspects with some attention to detail despite occasional major inaccuracies. - Teamwork led to an overall project that brings together a number of insights and shows good awareness of a diversity of opinions and viewpoints. <p>LANGUAGE:</p> <ul style="list-style-type: none"> - Good range of relevant vocabulary, with several major errors, occasionally systematic. - Good use of relevant idiomatic expressions on the whole but sitting oddly at times. - For the most part choice of register and style suit the task, with some slips. - Good level of grammatical accuracy, with relatively few major errors in grammar or spelling/ character. - Good mastery of a suitable range of grammatical structures overall. - Good level of spelling and punctuation, with some inaccuracies. <p>CONTENT (including intercultural awareness and organisation):</p> <ul style="list-style-type: none"> - The project features relevant ideas, occasionally sophisticated. - Approach is analytical to some extent with a tendency to description. Some ideas require further argumentation and are not entirely relevant for the task. - 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, with a few overgeneralisations and misinterpretations based on stereotypes. - Occasional evidence of creativity, original insight and independent learning.
	<p>2:2 Low: 52 Mid: 55 High: 58</p>	<p>INTERACTION, DELIVERY AND TRANSFERABLE SKILLS (including teamwork and presentation skills):</p> <ul style="list-style-type: none"> - Appropriate performance overall but with frequent hesitations. Adequate ability to interact with others in social and professional contexts and evidence of adequate presentation skills. Generally competent intonation and pronunciation. - Adequate teamwork 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. - The project shows some awareness of a diversity of opinions and viewpoints, but it required further cohesiveness and argumentation. <p>LANGUAGE:</p> <ul style="list-style-type: none"> - Appropriate range of relevant vocabulary with occasional slips in use which do not impede communication. - Reasonable choice of register, but inconsistently maintained. - Reasonable level of grammatical and spelling/character accuracy, but with several major errors. - Appropriate use of a reasonable range of grammatical structures.

		<ul style="list-style-type: none"> - Possible interference from other languages, but generally not a barrier to communication. <p>CONTENT (including intercultural awareness and organisation):</p> <ul style="list-style-type: none"> - The project features some ideas that are not fully relevant. Overall tendency to description with occasional evidence of original insight and independent learning. Ideas require further argumentation at various points. - 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, with some overgeneralisations, simplifications and reference to stereotypes. - Some of the intercultural aspects addressed provided adequate evidence of an ability to navigate across cultures.
3rd Class	40-49 Low: 42 Mid: 45 High: 48	<p>INTERACTION, DELIVERY AND TRANSFERABLE SKILLS (including teamwork and presentation skills):</p> <ul style="list-style-type: none"> - Acceptable performance overall but with constant hesitations. Some evidence of struggling to interact with others in social and professional contexts and little evidence of presentation skills. A number of errors in intonation and pronunciation. - 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. - The project shows limited awareness of a diversity of opinions and viewpoints and there is a limited sense of overall cohesiveness. <p>LANGUAGE:</p> <ul style="list-style-type: none"> - Limited range of relevant vocabulary that inhibits the development of the argument, with virtually no use of technical or sophisticated vocabulary including idiomatic expressions. - A number of major spelling inaccuracies also impede comprehension at times. - Limited control of register, which may also be inappropriate to the task. - Limited level of grammatical accuracy, with a series of systematic and major errors impeding the communication of ideas. - Limited attempts to vary the use of grammatical structures. - Significant interference from other languages, at times impeding communication. <p>CONTENT (including intercultural awareness and organisation and presentation skills):</p> <ul style="list-style-type: none"> - Most ideas were irrelevant and were merely descriptive, lacking originality and creativity. - 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, and a clear tendency to overgeneralise and make use of stereotypes. Ideas are not sufficiently argued at various points. - At various points, the intercultural aspects addressed provided insufficient evidence of an ability to navigate across cultures. -
Fail	25-39 Low: 25 Mid: 30 High: 39	<p>INTERACTION, DELIVERY AND TRANSFERABLE SKILLS (including teamwork and presentation skills):</p> <ul style="list-style-type: none"> - Inadequate performance overall. Clear evidence of struggling to interact with others in social and professional contexts with no evidence of presentation skills. Frequent errors in intonation and pronunciation. - Insufficient teamwork, coordination and planning overall. The project did not cover most relevant aspects. Practically no attention to detail. - 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. <p>LANGUAGE:</p> <ul style="list-style-type: none"> - Insufficient range of expression, with clear gaps in basic, technical and sophisticated vocabulary.

		<ul style="list-style-type: none"> - Systematic major inaccuracies impeding comprehension for the majority of the contribution. - Style and register are not appropriate to the task. - Insufficient level of grammatical and spelling / character accuracy, with systematic major errors even in basic structures. - Systematic interference from other languages impedes communication for the most part. <p>CONTENT (including intercultural awareness and organisation):</p> <ul style="list-style-type: none"> - Ideas were mostly irrelevant and merely descriptive, lacking in creativity and originality. - 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, showing a consistent tendency to overgeneralise and refer to stereotypes. Ideas were insufficiently argued overall. - .The intercultural aspects addressed were inadequate and showed inability to navigate across cultures.
	<p>0-25 Low: 8 Mid: 16 High: 25</p>	<p>INTERACTION, DELIVERY AND TRANSFERABLE SKILLS (including teamwork and presentation skills):</p> <ul style="list-style-type: none"> - Highly limited performance overall. Little to no evidence of an ability to interact with others in social and professional contexts. - Extremely limited evidence of teamwork. Lack of coordination and planning. The project did not cover most aspects and paid no attention to detail. Systematic errors in intonation and pronunciation that seriously and consistently impede communication. - The project did not contemplate alternative insights or opinions and is not cohesive. Most arguments were irrelevant and were not developed. <p>LANGUAGE:</p> <ul style="list-style-type: none"> - Lack of an acceptable range of expression, with very narrow lexical repertoire. - Systematic major inaccuracies strongly impede comprehension. - Style and register are not appropriate to the task and belong to the level below - Grammatical and spelling / character conventions are systematically breached. - Severe and constant flaws in expression cause misunderstanding impede of communication. <p>CONTENT (including intercultural awareness and organisation):</p> <ul style="list-style-type: none"> - Ideas had little to do with the task and were not developed and showed absence of original insight and creativity. - Severe lack of intercultural awareness. The project revealed an inability to address aspects pertaining to the society and cultureNo real intercultural aspects addressed, showing an inability to navigate across cultures.