**Assessment Criteria**

You will be assessed on the presentation (15%), the short film (70%) and the reflective report (15%). These aspects are assessed on an individual as well as group basis. The individual marks represent 70% and the group marks 30% of the overall assessment. An overall individual mark will be calculated from the three aspects as below.

**Summary of weighting**

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| --- | --- | --- | --- |
| **Aspect** | **Criteria** | **Type** | **Percentage** |
| **Presentation** | Language | *Individual* | 10% |
|  | Content | *Group* | 5% |
|  |  | Total | **15%** |
| **Short Film** | Language | *Individual* | 45% |
|  | Content | *Group* | 15% |
|  | Style | *Group* | 10% |
|  |  | Total | **70%** |
| **Reflective Report** | Critical Reflection | *Individual* | 10% |
|  | Content | *Individual* | 5% |
|  |  | Total | **15%** |

**Presentation**

The presentation represents 15% of the overall mark. The group mark for the presentation will be based on the criteria regarding content, therefore representing 7.5% of the overall mark. The individual mark for the presentation will be based on the criteria regarding language, therefore representing 7.5% of the overall mark.

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|  | 1st (70+) | 2:I (60-69) | 2:II (50-59) | 3rd (40-49) | Fail (39 and below) |
| Individual:Language(10%) | * Fluent, confident delivery
 | * Mostly fluent delivery, a few hesitations
 | * Reasonable fluency with some hesitation
 | * Adequate fluency with some hesitation
 | * Poor fluency, halting
 |
|  | * Highly accurate use of language
 | * Mostly accurate use of language, occasional errors
 | * Moderately accurate use of language, some errors
 | * Acceptable use of language, numerous errors
 | * Frequently inaccurate use of language, basic errors affecting communication
 |
|  | * Near-native, accurate pronunciation
 | * Near-native, accurate pronunciation
 | * Mostly accurate pronunciation
 | * Adequate pronunciation
 | * Very poor pronunciation
 |
|  | * No noticeable interference from other languages
 | * Very little interference from other languages
 | * No undue strain to listener
 | * No undue strain to listener
 | * Listener must make efforts to understand
 |
|  | * Excellent use of a wide range of appropriate registers
 | * Very good use of a wide range of appropriate registers
 | * Reasonable ability to vary register
 | * Minimal awareness of registers
 | * Little or no awareness of different registers
 |
|  | * Excellent use of advanced and varied vocabulary
 | * Appropriate use of advanced and some varied vocabulary
 | * Reasonable use of varied vocabulary
 | * Adequate range of vocabulary
 | * Very limited vocabulary, deficiencies
 |
|  | * Complete command of sentence structures appropriate to spoken language
 | * Very good to good range of syntactic structures
 | * Some attempt to vary syntactic structures, with some success
 | * Simple sentence structures, some inaccuracies, little syntactic variety
 | * Poor use of constructions; struggle to create sentences
 |
| Group: Content(57.5%) | * Extensive coverage of the chosen topic
 | * Very good coverage of the chosen topic
 | * Reasonable to good coverage of the chosen topic
 | * Poor coverage of the chosen topic
 | * Little to no coverage of the chosen topic
 |
|  | * Evidence of highly thorough research and understanding
 | * Evidence of thorough research and understanding
 | * Evidence of a reasonable level of research and understanding
 | * Little evidence of research and understanding
 | * No evidence of research and understanding
 |
|  | * Excellent application of original ideas
 | * Very good application of original ideas
 | * Evidence of some original ideas
 | * Little evidence of originality
 | * No evidence of original ideas
 |
|  | * Very clear and methodical structure
 | * Clear and methodical structure overall
 | * Structure mostly clear, not all ideas linked well
 | * Difficult structure to follow
 | * Complete lack of structure
 |

**Short film**

The short film represents 70% of the overall mark. The individual mark for the short film will be based on the criteria regarding language, therefore representing 45% of the overall mark. The group mark for the short film will be based on the criteria regarding content and style, therefore representing 25% of the overall mark (15% for content and 10% for style).

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|  | 1st (70+) | 2:I (60-69) | 2:II (50-59) | 3rd (40-49) | Fail (39 and below) |
| Individual:Language(45%) | * Fluent, confident delivery
 | * Mostly fluent delivery, a few hesitations
 | * Reasonable fluency with some hesitation
 | * Adequate fluency with some hesitation
 | * Poor fluency, halting
 |
|  | * Highly accurate use of language
 | * Mostly accurate use of language, occasional errors
 | * Moderately accurate use of language, some errors
 | * Acceptable use of language, numerous errors
 | * Frequently inaccurate use of language, basic errors affecting communication
 |
|  | * Near-native, accurate pronunciation
 | * Near-native, accurate pronunciation
 | * Mostly accurate pronunciation
 | * Adequate pronunciation
 | * Very poor pronunciation
 |
|  | * No noticeable interference from other languages
 | * Very little interference from other languages
 | * No undue strain to listener
 | * No undue strain to listener
 | * Listener must make efforts to understand
 |
|  | * Excellent use of a wide range of appropriate registers
 | * Very good use of a wide range of appropriate registers
 | * Reasonable ability to vary register
 | * Minimal awareness of registers
 | * Little or no awareness of different registers
 |
|  | * Excellent use of advanced and varied vocabulary
 | * Appropriate use of advanced and some varied vocabulary
 | * Reasonable use of varied vocabulary
 | * Adequate range of vocabulary
 | * Very limited vocabulary, deficiencies
 |
|  | * Complete command of sentence structures appropriate to spoken language
 | * Very good to good range of syntactic structures
 | * Some attempt to vary syntactic structures, with some success
 | * Simple sentence structures, some inaccuracies, little syntactic variety
 | * Poor use of constructions; struggle to create sentences
 |
| Group:Content(15%) | * Extensive coverage of the chosen topic
 | * Very good coverage of the chosen topic
 | * Reasonable to good coverage of the chosen topic
 | * Poor coverage of the chosen topic
 | * Little to no coverage of the chosen topic
 |
|  | * Evidence of highly thorough research and understanding
 | * Evidence of thorough research and understanding
 | * Evidence of a reasonable level of research and understanding
 | * Little evidence of research and understanding
 | * No evidence of research and understanding
 |
|  | * Excellent application of original ideas
 | * Very good application of original ideas
 | * Evidence of some original ideas
 | * Little evidence of originality
 | * No evidence of original ideas
 |
|  | * Very clear and methodical structure
 | * Clear and methodical structure overall
 | * Structure mostly clear, not all ideas linked well
 | * Difficult structure to follow
 | * Complete lack of structure
 |
| Group:Style(10%) | * Highly critical approach to the chosen topic
 | * Critical approach to the chosen topic
 | * Evidence of a reasonably critical approach
 | * Little evidence of critical thinking, some irrelevant material
 | * No evidence of critical thinking or coherent approach to topic
 |
|  | * Evidence of striking artistic merit
 | * Evidence of artistic merit
 | * Some evidence of artistic merit
 | * Lacking artistic merit
 | * No evidence of artistic effort
 |
|  | * Considerable originality of style in use of audiovisual medium
 | * Some originality of style in use of audiovisual medium
 | * Little originality of style in use of audiovisual medium
 | * Lacking ability to use medium in an original way
 | * Completely lacking ability to use medium in an original way
 |

**Reflective report**

The reflective report represents 15% of the overall mark. Given that this is written on an individual basis, there will only be an individual mark for the reflective report. The individual mark for the reflective report will be based on the criteria regarding critical reflection and content (10% for critical reflection and 5% for content).

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|  | 1st (70+) | 2:I (60-69) | 2:II (50-59 | 3rd (40-49) | Fail (39 and below) |
| Individual:Critical reflection (10%) | * Highly critical evaluation of the student’s individual contribution
 | * Critical evaluation of the student’s individual contribution
 | * A critical evaluation that contains some overly descriptive sections
 | * The information given is lacking critical analysis, descriptive or irrelevant
 | * No evidence of critical evaluation, highly descriptive or simply irrelevant information
 |
|  | * Insightful identification of the qualities of the project
 | * Acceptable identification of the qualities of the project
 | * Superficial identification of the qualities of the project
 | * Very little identification of the qualities of the project
 | * Failure to identify the qualities of the project
 |
|  | * Practical identification of improvement points
 | * Acceptable identification of improvement points
 | * Some identification of improvement points
 | * Very little identification of improvement points
 | * Failure to identify improvement points
 |
| Individual:Content (5%) | * Detailed, concise summary of all three aspects
 | * Very good summary of all three aspects
 | * Reasonable to good summary of all three aspects
 | * Patchy coverage of the three aspects
 | * Little to no coverage of the three aspects
 |
|  | * Very clear and methodical structure
 | * Clear and methodical structure overall
 | * Structure mostly clear, not all ideas linked well
 | * Difficult structure to follow
 | * Complete lack of structure
 |