

## General assessment criteria for ENG1100 English Grammar

### Learning outcome for ENG1100:

After completing this course, you:

- have detailed knowledge about how the English language is structured, and you can describe it by using a theoretical framework,
- know how grammar contributes to the meaning of sentences and texts,
- can account for the distinction between form and function in language,
- can describe language in an analytical and precise manner,
- know how to use correct and idiomatic English.

<b>Grade descriptions for English courses at Bachelor level</b>		
<b>Symbol</b>	<b>Description</b>	<b>Qualitative description of assessment criteria</b>
A	Excellent	The candidate demonstrates an excellent level of achievement according to the course description. The candidate is able to analyse problems and provide solutions with critical insight. The candidate shows a high level of ability to independently comprehend and utilise subject material. The candidate has excellent English language ability.
B	Very good	The candidate demonstrates a very good level of achievement according to the course description. The candidate is able to analyse problems and provide solutions with insight. The candidate shows very good ability to independently comprehend and utilise subject material. The candidate has very good English language ability.
C	Good	The candidate demonstrates a good level of achievement according to the course description. The candidate is able to analyse and solve problems. The candidate shows good ability to independently comprehend and utilise subject material. The candidate has good English language ability.
D	Satisfactory	The candidate demonstrates a satisfactory level of achievement according to the course description. The candidate is to a certain degree able to analyse and solve problems. The candidate shows that he or she is to a certain degree able to comprehend and utilise subject material. The candidate has satisfactory English language ability.
E	Sufficient	The candidate demonstrates a sufficient level of achievement according to the course description. The candidate shows inadequacies in his or her ability to analyse and solve problems. The candidate shows only a minimal ability to comprehend and utilise subject material. The candidate has adequate English language ability.

Grade descriptions for English courses at Bachelor level		
Symbol	Description	Qualitative description of assessment criteria
F	Fail	The candidate demonstrates an insufficient level of achievement according to the course description. The candidate fails to demonstrate adequate knowledge of the subject material. The candidate has insufficient English language ability.

### **A very good paper:**

The student is able to account for linguistic features using formal criteria and has a clear understanding of the difference between form and function. The student has thorough knowledge of all the theoretical aspects of language covered in the course and demonstrates this by using the appropriate terminology in a precise manner to provide correct analyses and answers. In the analysis of the sentence pairs, the student provides the correct syntactic analysis, is able to discuss differences in form and relate those to differences in meaning. The student's own writing contains very few errors and is idiomatic.

### **A good paper:**

The student is generally able to use formal criteria to account for linguistic features and has a good understanding of the relation between form and function. There may be minor knowledge gaps, but the paper shows a good understanding of all theoretical aspects of English grammar, and the terminology is for the most part used correctly. In the analysis of the sentence pairs, the student shows good analysis skills, but the description of how differences in form contribute to differences in meaning is less precise than in a very good paper. The student's own writing contains some errors and is slightly less idiomatic.

### **A poor paper:**

The student does not argue on the basis of formal criteria. It is unclear whether the student understands the difference between form and function, and there is little, or incorrect, use of terminology. In the analysis of the sentence pairs, the student does not provide a correct analysis, and the description of the relation between form and differences in meaning is missing, faulty, or based on informal intuition. The student's own writing contains many errors, both grammatical and idiomatic.

### **Structure of exam paper and calculation of grades**

The exam paper in ENG1100 consists of two parts. Part I includes questions relating to texts and syntactic analysis in the form of trees. Part II consists of sentence pairs where the student is required to account for differences in form and meaning between the members of each pair. The two parts have different weightings (60% and 40%), and a pass mark (A-E) must be obtained on either part in order to pass the exam. Questions that are left unanswered count as F in the calculation of the average grade.