

LEVEL 5 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	BA Primary Education with QTS		
Module:	Yr Iaith ar Daith 2		
Module code:	ECAD5002C	Contribution to Overall Module Assessment (%):	60%
Lecturer:	Diane Thomas	Internal Verifier:	Diane Thomas
Assignment Title:	Portfolio of evidence	Word count (or equivalent):	1750 words Film – up to 8 minutes
Submission deadline:	19/3/19	Return date of provisional marks & written feedback:	16/4/19
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

**Module Learning Outcomes
(from module syllabus)**

1. Communicate in Welsh orally, read and write according to their linguistic achievements and demonstrate development from their previous level.
2. Evaluate a number of methodologies of teaching an additional language.
3. Critically examine the relationship of the Welsh language / Welsh as a Second Language curriculum within the Foundation Phase and Key Stage 2 with the whole curriculum, including the Curriculum Cymreig.

TASK DESCRIPTION

Title: Portfolio of evidence – 60%

Task 1: Choose a suitable story to be presented to a group of children noting the rationale behind the choice of story and the main learning objectives that are relevant to the story. You should note the intended audience and the type of language teaching opportunities the story would offer. Prepare one resource based on the story to teach Welsh as a first or second language. (up to 250 words)

Task 2: Read a story to a group of children during your PTE and undertake one activity using the resource you have prepared. You will need to film this activity for you to analyse and submit it as part of the assignment. (up to 8 minutes)

Task 3: A written reflection of task 2 (up to 1500 words)

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the four module specific assessment criteria overleaf.

1. Listening and understanding

Your work must prove that you have taken every opportunity – within the range of your linguistic ability – to prepare and undertake an activity which demonstrates that you are listening to the way in which the learners are using Welsh and that you understand by responding appropriately. You must provide evidence that you encourage learners to communicate within their linguistic achievement in Welsh and are promoting further development.

You must provide visual and aural evidence which is based on reading a story and undertaking an activity with the learners.

2. Oral

Your work must offer evidence that you have taken every opportunity – within the range of your linguistic ability – to speak Welsh with the learners. You are expected to select a story and activity which will offer opportunities for learners to extend their Welsh oral skills within their linguistic achievement as well as promoting further development. Various ways of teaching the language should be displayed such as drilling, singing, asking questions or any other relevant methodologies which enhance understanding and the learners' oral use of Welsh. You must provide visual and aural evidence which shows an effort to model the language and offer linguistic guidance to the learners.

3. Reading

You are expected to select and read a story which is suitable for your learners and their linguistic attainment. You should offer visual and aural evidence which proves – within the range of your linguistic ability – that you are reading the story in a way which demonstrates your understanding of the meaning of the text as well as your understanding of the text's potential as a resource for developing your learners' Welsh language skills. When reading the story and presenting a resource based on the story, every opportunity should be taken to improve learners' reading skills and pronunciation.

4. Writing

There are two elements to the written part of the portfolio:

- i) You will be expected to introduce accurate models of written Welsh - to the learners - within the range of your linguistic ability. You should offer visual evidence - by means of the film and your resource – of your ability to present written Welsh for the purpose of extending the learners' written skills.
- ii) You are expected to reflect, in writing, on the task which is presented in the film. The medium (Welsh or English) of this written work should be agreed with your tutor **before** you submit your work. You will be assessed on your ability to critically analyse the task's aim and objectives, using an appropriate structure and clear writing style, in order to convey the way in which you were trying to develop your learners' Welsh skills, as well as reflecting on your success with this.

STUDENT FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Module Specific Assessment Criteria	Marks available	Marks awarded
1. Listening and understanding	15	
2. Oral	40	
3. Reading	15	
4. Writing	30	

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		%
	Up to 1 week late (40% Max)		
	Over 1 week late (0%)		

MODULE SPECIFIC ASSESSMENT CRITERIA

Level 5

In accordance with the Framework for Higher Education Qualifications, at the end of Level 5 students will be expected to have developed sound knowledge and critical understanding of the well-established concepts and principles in their field of study, and of the way in which those principles have developed. They will have learned to apply those concepts and principles more widely outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. They will have knowledge of the main methods of enquiry in the subject area, and ability to evaluate critically different approaches to problem solving. They will possess an understanding of the limits of their knowledge, and how this influences their analyses and interpretations. They will be able to use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis. They will be able to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively. They will be able to undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations. They will have the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
MODULE SPECIFIC CRITERIA: Portffolio							
Listening and understanding	No effort to interact <u>in Welsh</u> or respond in any way.	No interaction with others <u>in Welsh</u> .	Beginning to interact <u>in Welsh</u> by understanding and responding to simple questions which are relevant to the task and to classroom situations.	Interacts well <u>in Welsh</u> and is beginning to understand and respond independently within group situations.	Interacts very well <u>in Welsh</u> and understands and responds independently within group situations.	Interacts confidently and purposefully <u>in Welsh</u> and can understand and differentiate between group and one-to-one situations.	Interacts very confidently and purposefully <u>in Welsh</u> and can understand and react spontaneously with individuals and groups.

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Oral	No effort to communicate <u>in Welsh</u> .	Does not communicate effectively <u>in Welsh</u> . Speaks monotonously and unclearly, with numerous pauses, and incorrect Welsh pronunciation.	Beginning to communicate effectively <u>in Welsh</u> . Speaks clearly on the whole, with a few pauses, and tries to ensure correct Welsh pronunciation.	Generally, communicates effectively <u>in Welsh</u> . Speaks clearly, with very few pauses, and Welsh pronunciation on the whole. Shows increasing confidence to identify personal errors and to make corrections.	Communicates very effectively <u>in Welsh</u> on the whole. Also speaks clearly, on the whole, with no pauses and with Welsh pronunciation. Shows increasing confidence to identify personal errors as well as other people's errors and to make corrections.	Communicates confidently and coherently <u>in Welsh</u> with no pauses and with correct Welsh pronunciation. Corrects personal errors when necessary as well as the errors of others with little effort, on the whole.	Communicates very confidently and coherently <u>in Welsh</u> and can lead discussions which involve more technical terminology with no pauses and correct Welsh pronunciation. Corrects the errors of others effortlessly in a correct and clear manner.
Reading and understanding	No understanding or effort to understand the text.	Superficial understanding of the text. Can read simple stories but with incorrect pronunciation and is unable to convey the author's intended meaning.	Adequate understanding of the text. Able to read simple stories with an effort to ensure correct pronunciation and is beginning to convey the author's intended meaning.	Good understanding of the text. Able to read appropriate stories and ensure correct pronunciation on the whole and can convey the author's intended meaning in general.	Very good understanding of the text. Able to read appropriate stories quite confidently and ensure correct pronunciation in order to convey the author's intended meaning.	Mature understanding of the text. Able to read appropriate stories confidently and meaningfully and can also convey the author's intended meaning correctly.	Shows complete understanding of the text. Able to read appropriate stories very confidently and meaningfully and can also convey the author's intended meaning correctly whilst also enriching the meaning, when appropriate.
Writing	Writing style is difficult to understand. Wholly or almost wholly	Weak structure and unclear writing style. Hardly any examples of correct use of	Adequate structure and writing style. Some examples of correct use of sentences and	Good structure with a clear writing style. Correct use of sentence forms and syntax, in	Very good structure and writing style which sustain the interest of the reader.	Excellent structure and writing style which invite and sustain the interest of the	Mature and excellent structure and writing style which invite and sustain the

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	descriptive work. Little or no critical evaluation and analysis of concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations or opinion, made without use of any credible evidence.	sentences or syntax and weak use of vocabulary. Largely descriptive work, with superficial use of critical evaluation and analysis of concepts and principles. Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	syntax with adequate use of vocabulary. Limited attempt at critical evaluation and analysis of concepts and principles, tending towards description. Some evidence to support arguments and judgements but these may be underdeveloped, with a little inconsistency / mis-interpretation or failure to fully recognise limits of knowledge.	general, with appropriate use of vocabulary. Some critical evaluation and analysis of concepts and principles, though descriptive in parts. An emerging awareness the limits of their knowledge and ability to use evidence to support the argument though with some tendency to assert/state opinion rather than argue on the basis of reason and evidence. Mostly valid arguments and logical judgements.	Sentence structure and syntax are mostly correct with very good use of vocabulary. Sound critical evaluation and analysis of concepts. Is selective in the range of evidence used and synthesises rather than describes. Ability to devise arguments that show awareness of different stances, and use evidence convincingly, to support appropriate and valid judgements.	reader. Extended sentence structure and correct syntax with excellent use of vocabulary. Excellent critical evaluation and analysis of concepts and principles leading to logical, evidence-based, reasoned arguments and judgements. Explicit recognition of other stances and a strong awareness of the limits of their knowledge. A capacity for independent thought and ability to 'see beyond the question', suggesting some grasp of the broader field and wider concepts.	interest of the reader. Extended sentence structure and flawless syntax with excellent and idiomatic use of vocabulary. Outstanding critical evaluation and analysis of concepts and principles. Uses evidence exceptionally well to connect ideas, and support highly logical and persuasive, arguments and judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting a clear grasp of the broader field and wider concepts. Perceptive recognition of the limits of their knowledge, and

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							how this influences their analyses and interpretations.

THIS DOCUMENT IS ALSO AVAILABLE IN WELSH