

## General assessment guidelines for ENG1103 English Phonetics and Intonation

Textbooks:

Bird, B. 2017. *Sounds Interesting!* Oslo: Representralen.

Bird, B. 1997. *A Course in English Intonation*. Oslo: Universitetsforlaget.

Bird, B. 2010. *Sounds Different!*

The oral exam tests the following learning outcomes as specified in the course description (<https://www.uio.no/studier/emner/hf/ilos/ENG1103/>):

After completing this course you will:

- possess knowledge and awareness of English phonetics,
- know how to apply technical terms to describe and analyse English pronunciation, so that you can read and produce phonemic transcriptions and intonation transcriptions,
- be familiar with basic English intonation patterns and how they carry meaning,
- have a pronunciation which is less affected by Norwegian or other non-English articulation and intonation, through insight combined with practice.

Assessment guidelines:

In part 1, the candidate is given a phonemic transcription consisting of four lines of IPA transcription, in RP or GA according to the candidate's choice of accent. This part tests the candidate's ability to read phonemic transcription, i.e. to match symbols to sounds and to pronounce the sounds correctly. The examiners also test the student's ability to explain the concept of distinctive features and to classify phonemes according to distinctive feature theory.

In part 2, the examiners ask questions pertaining to English phonetics and phonology. This part tests the candidate's knowledge of phonetic theory, including knowledge of basic terms (e.g. 'phoneme', 'allophone', 'vowel', 'consonant', 'assimilation'), as well as in-depth knowledge of a more systemic kind (e.g. weak forms and the principles governing their use, differences between RP and GA and between English and Norwegian, the link between rhoticity and centring diphthongs, etc.). Candidates are supposed to provide examples for illustration. They may also be asked to discuss examples provided by the examiners.

In part 3, the candidate is given two intonation exchanges, and is asked to focus on Speaker B's utterances; one exchange includes intonation marks for Speaker B's utterance, the other does not, and the student is asked to suggest a tune on the basis of the information given. This part tests the candidates' knowledge of the intonation system of English as well as their ability to apply this knowledge on concrete examples. Candidates must identify the tunes (intonation patterns), the communicative functions and the attitudinal meanings of the examples they are given; they should also be able to link intonation to grammatical structures, where relevant, and to discuss accent placement.

The candidate's own English pronunciation may adjust the final mark: if it is good, it can pull up the student's mark if the examiners are in doubt as regards the contents of the student's performance; if it is poor, it can pull down the student's mark if the examiners are in doubt as regards the contents of the student's performance.

The examiners should give the candidate a brief explanation for the awarded grade.

Grades are awarded according to the national qualitative descriptions of letter grades (<https://www.uio.no/english/studies/examinations/grading-system/index.html>):

<b>Symbol</b>	<b>Description</b>	<b>General, qualitative description of evaluation criteria</b>
A	Excellent	An excellent performance, clearly outstanding. The candidate demonstrates excellent judgement and a high degree of independent thinking.
B	Very good	A very good performance. The candidate demonstrates sound judgement and a very good degree of independent thinking.
C	Good	A good performance in most areas. The candidate demonstrates a reasonable degree of judgement and independent thinking in the most important areas.
D	Satisfactory	A satisfactory performance, but with significant shortcomings. The candidate demonstrates a limited degree of judgement and independent thinking.
E	Sufficient	A performance that meets the minimum criteria, but no more. The candidate demonstrates a very limited degree of judgement and independent thinking.
F	Fail	A performance that does not meet the minimum academic criteria. The candidate demonstrates an absence of both judgement and independent thinking.