General assessment criteria for ENG4165 Old English Language and History

Learning outcome:

After completing this course, you:

- can account for the morphological and syntactic structure of Old English
- can account for the pronunciation of Old English and pronounce it yourself
- can translate simple texts
- can identify the key historical figures and events in the Old English period, and explain their impact

Grade descriptions:

Grade descriptions for English courses at Master level		
Symbol	**Description**	**Qualitative description of assessment criteria**
A	Excellent	The candidate demonstrates an excellent level of achievement according to the course description. The candidate is able to independently formulate, analyse and solve problems with critical insight and clarity. The candidate has a clear command of previous research and shows excellent ability to utilise subject material. The candidate is well qualified for further independent research. The candidate has excellent English language proficiency.
B	Very good	The candidate demonstrates a very good level of achievement according to the course description. The candidate is able to independently formulate, analyse and solve problems with insight. The candidate shows a relatively good level of knowledge and critical thinking about previous research and shows very good ability to utilise subject material. The candidate has the qualifications necessary for independent research. The candidate has very good English language proficiency.
C	Good	The candidate demonstrates a good level of achievement according to the course description. The candidate is able to independently formulate, analyse and solve problems with a certain degree of insight. The candidate is familiar with previous research and shows good ability to utilise subject material. The candidate has good English language proficiency.
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 previous research and utilise subject material. The candidate has satisfactory English language proficiency.

Grade descriptions for English courses at Master level		
Symbol	**Description**	**Qualitative description of assessment criteria**
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 previous research and utilise subject material. The candidate has sufficient English language proficiency.
F	Fail	The candidate demonstrates an insufficient level of achievement according to the course description. The candidate fails to demonstrate sufficient comprehension of previous research and utilisation of subject material. The candidate has insufficient English language proficiency.

A very good paper:

In the language part, the student is able to answer correctly all the questions on translation, morphology and syntax relating to the set syllabus text. The student explains the reasoning behind the answers and uses correct linguistic terminology. The student is also able to account for different sound changes and what the reflexes are of these in Old English. In the history part, the student writes well-structured answers that are to the point, relate to the set syllabus text and show a level of reflection that befits the MA level. The student's own writing is grammatically correct and idiomatic.

A good paper:

In the language part, the student is able to answer correctly most of the questions on translation, morphology and syntax relating to the set syllabus texts. The student explains the reasoning behind the answers and uses correct terminology, but with some minor imprecisions and knowledge gaps. The student is also able to account for different sound changes and what the reflexes are of these in Old English, but the level of understanding and detail is lower than in a very good paper. In the history part, the student writes reasonably well-structured answers that are to the point and relate to the set syllabus text. The student's own writing is mostly grammatically correct and idiomatic.

A poor paper:

The student is not or hardly able to answer the questions on translation, morphology and syntax relating to the set syllabus texts. The student shows few reasoning skills and uses little correct terminology. The student is not or hardly able to account for different sound changes and what the reflexes are of these in Old English. In the history part, the student writes answers that are too short and/or do not contain relevant information and/or do not relate to the syllabus text, or the student fails to answer some of the questions. The student's own language is at times ungrammatical and unidiomatic.

The exam questions are not weighted equally. The morphology and syntax questions are core questions, since they measure the student's knowledge of the Old English language itself and the Old English texts we have read.