



CEN4003 – English Proficiency 1

Module Assessment Guide

Semester: May 2025

Prior to beginning your assessment, it is vital to read this document in detail. Failure to do so will significantly disadvantage you and may well affect levels of attainment.

SOME GENERAL GUIDELINES

- Please check you understand the requirements of the assessments; this module has a very strong emphasis on the use of academic literature. If you remain unclear on what is expected, you must clarify that from the lecturer.
- Failure to engage in significant research and wider reading of suitable academic sources will have a significant impact on your marks. If you are unclear on the suitability of a resource you have found, please ask; do not assume.
- You must put effort into each ELEMENT of the module.

OVERVIEW OF THE MODULE

After the completion of the module the students should be able to:

- Listen for information and enjoyment and respond appropriately in a wide range of situations.
- Communicate in spoken language in a wide range of situations.
- Read for enjoyment, view for information, and respond to a range of texts from a variety of genres.
- Write different kinds of imaginative and factual texts.
- Use the sounds, words, and grammar of the English language to create and interpret a range of texts.
- Use complex irregular forms, common forms of tenses, and simple idiomatic language communication.

HOW IS THE MODULE ASSESSED?

Assessment will be ongoing, throughout the semester. These assessments aim to use a range of different skills and help to develop confidence, accuracy and promote fluent use of English. At the end of unit 5, an online quiz will be conducted, which will be based on the grammar, language, and skills that have been covered during the three topics covered before the quiz.

Assessment Type	Topic	Total Marks	Weight age	Due Date
Assessment 1	Topic 1, 2, 3 (grammar and language focus) & 6 (language focus)	40	20%	Week 9 [19 th July 2025]
Multicultural NightEvent Or Research write-up about a country	Culture	35	30%	Week 14] [21 st August 2025]
<i>[Only for the atoll campus students who are unable to attend the event physically]</i>				
Final Exam	All the topics (Reading and Writing)		50%	Exam week
Total marks:			100%	

An online assessment on the Topics 1 to 4 will be made available through Moodle. You are required to complete this worksheet online via Wizer.me.

Duration: 1 hr

Due week: Week 9

ASSESSMENT TWO - Multicultural Night

30%

Multi-cultural night is organised to provide the students a platform to hone their presentation and research skills. In addition, the event encourages the students to build their teamwork and confidence. For this assessment, the students will be grouped and are expected to work collaboratively as a team to represent a country assigned by the lecturer. The group will comprise of approximately 15 members finalised by your lecturer.

Requirements

Performance:

- Students will be assessed on their ability to present and demonstrate the research by displaying creative performances to represent the country.

Example: Role plays, cultural wedding ceremonies, traditional dance, songs etc.

Stall presentation:

- Students are expected to decorate the stall to display the researched information related to the given country in innovative ways (flyers, leaflets and so on) and should be able to give information and answer the questions posed by the visitors.
- Traditional food items of that respective country must be displayed at the stall for visitors and peers.

Individual and Group Progress report:

- Students are expected to complete an individual and group progress log via Moodle before 23:59 hours on the following dates:
 - 05th July 2025: for weeks 5, 6 and 7
 - 26th July 2025: for weeks 8, 9 and 10
 - 16th August 2025: for weeks 11, 12 and 13

The following are questions you will be asked (*remember to keep a record of work done weekly to make it easy to fill the form*):

1. Student ID:
 2. Group name:
 3. Your role in the group:
 4. What are the tasks you completed, individually, during the past 3 weeks?
 5. Next step (What will you be working on next?)
 6. What are your challenges (if any)
 7. Comment on the group's team collaboration: (How well is the team working together? Any suggestions for improvement?)
 8. Comment on the overall progress of the group so far: (Summarise what the group has accomplished so far)
 9. Challenges and solutions: (mention any group-wide issues and how they were resolved)
 10. Comment on the pending tasks, deadlines and who is responsible for the remaining tasks.
- Group leaders are to submit a brief report on students' contribution in the preparations as well as the event.

The following is a sample of the report format:

Students contribution in the preparations as well as MCN.
[REDACTED]
<ul style="list-style-type: none">• Incharge of Cuisine group and researched on the Japanese cuisine to prepare the food for the MCN.• Contributed in the making of stall and decorations.• Compiled the information for the stall
[REDACTED]
<ul style="list-style-type: none">• Worked on the cherryblossom tree• building the stucture of the stall and decorations.
[REDACTED]
<ul style="list-style-type: none">• Attended the MCN and a few meetings
[REDACTED]
<ul style="list-style-type: none">• Unattended to any meetings and MCN.
[REDACTED]
<ul style="list-style-type: none">• Contributed to the budget but unattended to any meetings and MCN.
[REDACTED]
<ul style="list-style-type: none">• Unattended to any meetings and MCN.
[REDACTED] (A.L)
<ul style="list-style-type: none">• Overlooked the stall and performance along with the leader,• conducted and handled the choreographing of dance of the performance.

INDIVIDUAL STUDENTS WILL BE GIVEN MARKS BASED ON THE FOLLOWING:

- Contribution to the group from participation log filled on Moodle (10%)
- Participation in the event (on time, being at the preparation and actively taking part, finishing on time) (10%)
- Group mark for stall and performance given by the judges (5%)
- Attending and participation in meetings from attendance (10%)

- ❖ The following option is ONLY for those students who are residing in atoll campuses and are UNABLE to join the event physically.

Task: Compose a written essay of 1000-1500 words on a country assigned by the lecturer. Your research should draw from reliable and up-to-date sources, and proper references should be provided. Keep the following aspects in mind while writing your essay:

Country Overview:

- Provide comprehensive information about the chosen country.
- Offer insights into its geographical, political, and economic aspects.

Historical Context:

- Delve into the country's historical background, highlighting key events and developments.
- Explore pivotal moments that have shaped the nation over time.

Cultural Traditions:

- Investigate and present the rich tapestry of traditions prevalent in the country.
- Discuss customs, rituals, and cultural practices that define its identity.

Noteworthy Attractions:

- Showcase famous landmarks and attractions that draw visitors to the country.
- Offer a glimpse into the cultural and historical significance of these attractions.

Ensure that your essay reflects a well-researched and insightful understanding of the assigned country. Utilise robust and contemporary sources and remember to include proper references to support the information presented in your write-up. Use AI to ONLY brainstorm ideas.

Criteria	Excellent [5-4m]	Proficient [3m]	Satisfactory [2m]	Needs improvement [1-0m]
Country overview	Provides a thorough and insightful overview, covering geography, politics, and economics in depth with precise details.	Covers geography, politics, and economics with sufficient information and some analysis.	Includes basic information on geography, politics, and economics but lacks depth or clarity.	Provides minimal or inaccurate information; key aspects are missing.
Historical Context	Presents a well-researched historical background with key events and developments analyzed effectively.	Covers key historical events with some analysis but lacks deeper insight.	Mentions historical background but lacks analysis or significant details.	Fails to present a coherent historical background; key events are missing or unclear.
Cultural Traditions	Demonstrates deep understanding of cultural traditions, customs, and practices with relevant examples.	Covers cultural traditions with some relevant examples but lacks deeper insight.	Mentions cultural aspects but lacks depth, examples, or clear connections.	Fails to discuss cultural traditions adequately or presents incorrect information.
Noteworthy Attractions	Effectively showcases famous landmarks with detailed descriptions and historical/cultural significance.	Covers notable attractions with some descriptions and significance.	Mentions a few attractions but lacks detailed descriptions or significance.	Provides little or no information about attractions; descriptions are vague or incorrect.
Research and sources	Utilizes a variety of credible, up-to-date sources with proper citation formatting.	Uses reliable sources with mostly correct citations, though minor inconsistencies exist.	Relies on a limited number of sources; citations may be incomplete or incorrect.	Uses few or unreliable sources; citations are missing or incorrect.
Organization & structure	Essay is well-structured with a logical flow of ideas; transitions are smooth and effective.	Generally well-organized with some minor issues in flow and transitions.	Somewhat disorganized; ideas may not always flow logically.	Lacks clear structure; ideas are scattered and hard to follow.
Grammar & Language	Writing is clear, concise, and free of grammatical or spelling errors; vocabulary is sophisticated and appropriate.	Writing is mostly clear with minor grammar/spelling mistakes; vocabulary is suitable.	Contains noticeable grammar/spelling errors; vocabulary is basic or inconsistent.	Frequent grammar/spelling errors hinder readability; vocabulary is weak or inappropriate.

Guidelines for using generative AI in this module

The grid below specifies the extent to which you are permitted to use generative AI in various assessment components in this module. Ensure to strictly follow this. Depending on the circumstances surrounding the case, violations of provided guidelines and limitations for Generative AI use may be categorised as plagiarism, contract cheating, cheating in controlled conditions assessments, etc. All assessment offenses related to Generative AI use will be treated under the existing 'Procedure on Academic Integrity'.

Relevant Generative AI Use Levels	Applicable Assessment Component(s)
Level 1: NO AI <ul style="list-style-type: none"> The assessment is completed entirely without AI assistance. This level ensures that students rely solely on their knowledge, understanding, and skills. → AI must not be used at any point during the assessment. 	
Level 2: AI-ASSISTED IDEA GENERATION AND STRUCTURING <ul style="list-style-type: none"> AI can be used in the assessment for brainstorming, creating structures, and generating ideas for improving work. → No AI content is allowed in the final submission. 	Assessment 2 (Multicultural Night / Research Write up)
Level 3: AI-ASSISTED EDITING <ul style="list-style-type: none"> AI can be used to make improvements to the clarity or quality of student-created work to improve the final output, but no new content can be created using AI. → AI can be used, but your original work with no AI content must be provided in an appendix. 	
Level 4: AI TASK COMPLETION, HUMAN EVALUATION <ul style="list-style-type: none"> AI is used to complete certain elements of the task, with students providing discussion or commentary on the AI-generated content. This level requires critical engagement with AI-generated content and evaluation of its output. → You will use AI to complete specified tasks in your assessment. Any AI-created content must be cited. 	
Level 5: FULL AI <ul style="list-style-type: none"> AI should be used as a 'co-pilot' to meet the requirements of the assessment, enabling a collaborative and creative approach. → You may use AI throughout your assessment to support your own work and do not have to specify which content is AI-generated. 	

Guidelines for responsible use of Generative AI:

- Utilize generative AI responsibly and according to specific guidelines set by the faculty, acknowledging its limitations and potential biases.
- Review and follow module specific permissibility level for each assessment component.
- Verify AI-generated content for accuracy, reliability, and originality.
- Avoid plagiarism by appropriately citing and referencing AI-generated material in assignments.
- Reduce over-reliance on AI tools to ensure that maximum learning takes place through engagement with course content.
- Ensure that you do not input any personal data or unattributed data into AI systems.
- Utilize the recommended formatting for any citations or reference items for AI generated materials. If you are guided to use generative AI in your assessments or assignments, you will need to acknowledge its use through referencing. Please see the link below that provides specific guidance on referencing generative AI:

<https://www.uwe.ac.uk/study/study-support/study-skills/referencing/uwe-bristol-harvard#generativeai>

- Respect privacy and intellectual property rights when using generative AI.
- Question and challenge biased or misleading information generated by AI.
- Clearly specify the type of generative AI employed and its role in the assessment.
- Include a written acknowledgment of the use of generative AI and the extent of its involvement.
- Where applicable, cite and reference the generative AI using the nearest equivalent source types according to the citation style being followed.

More guidance on generative AI use can be found in the 'Guidelines for students and Faculty on the use of Generative AI'.

REFERENCING

It is essential that you fully reference all ideas, theories, quotes, and statistics you have cited in your submitted assignment. Failure to do so will result in a deduction of marks, possible failure and/or accusations of plagiarism (the act of presenting the ideas or discoveries of another as one's own). The method students MUST use is the UWE Bristol Harvard system, a guide to which can be found via the UWE library home page, under the 'Referencing Guide'. Please ensure that you refer to this for guidance on referencing in the main text and references at the end of your essay.

What is referencing?

A reference is a description of the document from which you have obtained your information. When

writing essays, you are expected to read around your subject, and referencing is a way of demonstrating that you have completed that reading. Each time you use someone else's ideas or words you must acknowledge this in your work. You should provide references to substantiate your arguments and to enable your reader to follow up on your source material.

You should reference whenever you use any source of information for particular facts, theories, findings, or ideas in an author's work; a direct quotation; paraphrasing an author's words.

Remember, references should be correct, complete and consistent, with the individual elements differentiated (*Source: UWE Library Guide to Referencing*)

Why do I have to reference it?

There are several reasons for referencing. In the course of your studies, you will be expected to acknowledge books, journal articles, etc., used in preparation for assignments, projects, essays, and dissertations, by producing a list of references with each one.

CODE OF PRACTICE IN PLAGIARISM

SIMILARITY/OVERLAP (%)	PENALTY FROM TOTAL MARKS OBTAINED
10-30%	20%
31-50%	40%
More than 50%	0 marks to be awarded

LATE PENALTIES & IMPORTANT INFORMATION:

- Late submissions will be accepted ONLY within 24hrs from the due date.
- The assignment will be given a zero after 1 day.
- If you are unable to submit an assignment due to health or unavoidable circumstances, please submit the personal circumstance form at least 3 days prior to the due date.
- Please submit the form via MyVC Portal along with the supporting documents.