

DELTA Module 1 – Exam

Duration: 3 hours 30 minutes



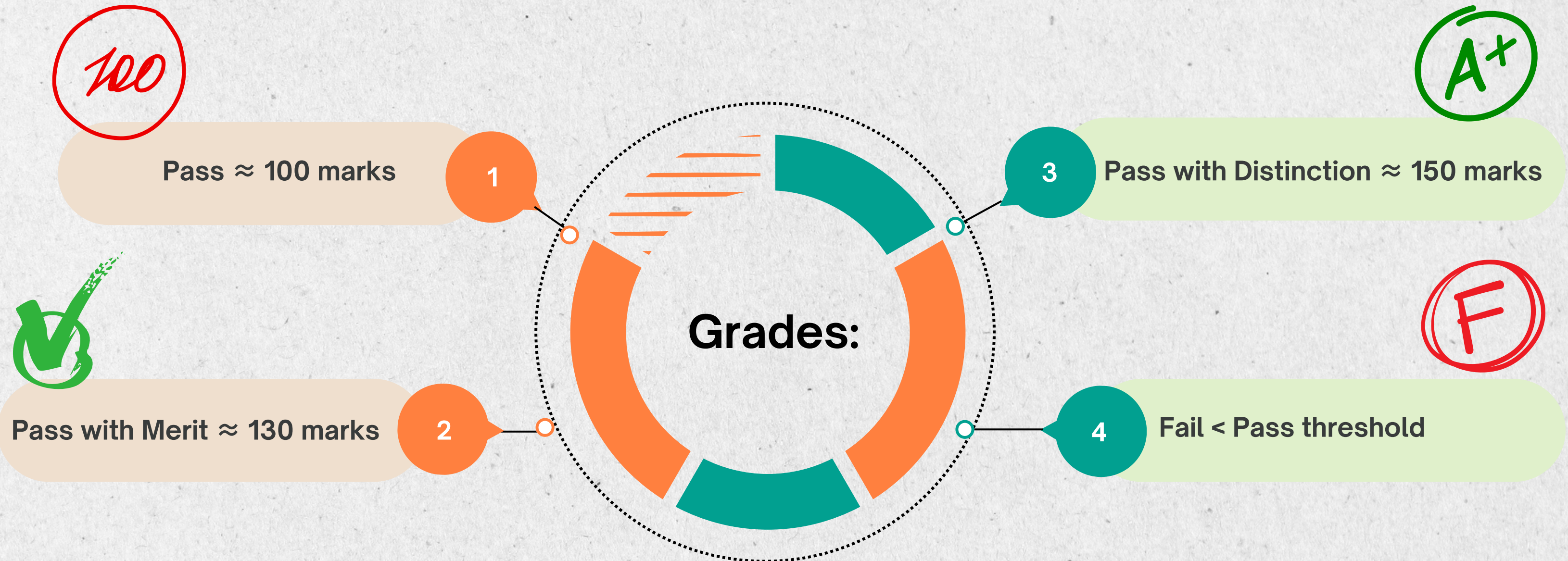
- **Two papers: 1½ hours each, with a 30-minute break**
- **8 tasks in total, 200 marks**
- **Marked according to Task-Specific Mark Schemes**

Paper	Number of tasks	Number of marks
1	5	100
2	3	100
Total	8	200



Grading

- To determine overall grades based on total marks from both papers.



Tasktype & Description

Labelling task Six definitions of ELT-related terms are provided. Candidates supply the correct term.



Marks available

6

TASK ONE

Mark scheme

One mark is awarded for each correct answer.

Task focus

Knowledge of language systems;
skills; methodology and approaches;
assessment



Tasktype & Description

Short written response Four terms are provided. Candidates supply a definition and an appropriate example for each item.



Marks available

12

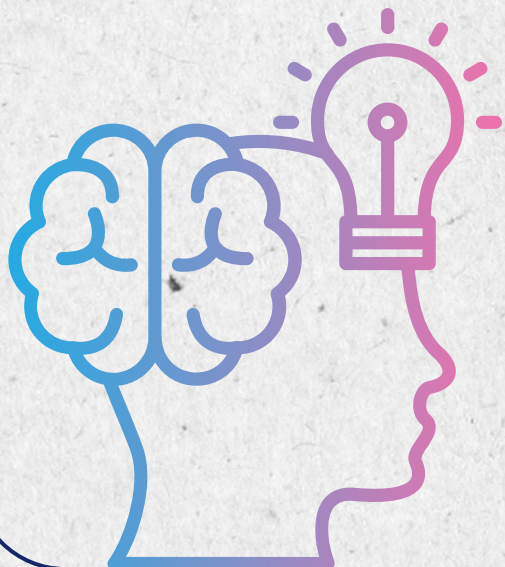
TASK TWO

Mark scheme

- Two marks for the definition
- One mark for a correct example. Note: A mark is only awarded for the example if the definition is correct.

Task focus

Knowledge of language systems;
skills; methodology and approaches;
assessment



TASK THREE

Task type & Description

Longer written response A writing or speaking skills task from published ELT course material or published examination material is provided. Candidates are provided with a number of language features (e.g. ordering information, linking information, use of appropriate salutation) that learners would need to use to complete the activity successfully. Candidates identify three further appropriate language features which learners would need to complete the activity.

Task focus

Understanding of skills and ability to identify appropriate language features.
Understanding of features of spoken and written discourse which contribute to successful communication, e.g. register, cohesion, organisation, range of grammar and lexis.

Marks available

12

Mark scheme

- Two marks are awarded for each language feature correctly identified
- Two marks are awarded for each correct example/illustration.
Note: Marks are only awarded for the example if the language feature is correctly identified.

TASK FOUR




Task type & Description

Longer written response An authentic spoken (transcribed) or written text produced by a learner is provided. Candidates analyse the main strengths and weaknesses in the text based on a set of specific areas, e.g. use of collocation, grammatical accuracy, cohesion. They identify a total of four strengths and weaknesses.



Task focus

Ability to analyse and explain learner errors in written and spoken discourse. Understanding of features of spoken and written discourse which contribute to successful communication, e.g. register, cohesion, organisation, range of grammar and lexis.



Marks available

20



Mark scheme

- Three marks are awarded for each key strength or weakness correctly identified.
- Two marks are awarded for each example from the text illustrating the strength or weakness identified. Note: Marks are only awarded for the example if the strength/weakness is correctly identified.

TASK FIVE

Mark scheme

One mark is awarded for each point correctly made. Note: In Part a, a mark is only awarded if a correct example is given.

Marks available

50

Task type & Description

Longer written response An authentic text is provided, e.g. a newspaper article, a leaflet, a brochure, a form. Candidates identify features of the text which are typical of its genre and identify and explain the form, meaning, use and phonological features of three different language items or areas highlighted in the text. For one of the items or areas, candidates may be asked to identify possible learner problems with form, meaning, use and pronunciation, as appropriate.

Task focus

Analysis of text features and language items, including potential learner difficulties

Task One

Task type & Description

Longer written response
An extract from or a description of a test is provided, along with the context and purpose of its use. The extract/description may be from a public examination, a commercially produced test (e.g. a placement test or a coursebook progress test) or a teacher-generated test. Candidates provide an evaluation of its effectiveness for the stated purpose, making six points.

Task focus

Understanding of key concepts and terminology related to assessment; ability to evaluate types of assessment and their purposes; ability to relate principles of assessment to the classroom.

Marks available

18

Mark scheme

- Two marks are awarded for each positive/negative identified.
- One mark is awarded for each application to the learner identified.

Task type & Description

Longer written responseAn extract from published coursebook material is provided. Candidates identify the purpose of specified individual activities and stages in the material, how specified activities and stages in the material support those discussed previously, and then comment on key assumptions about language learning and skills development that are evident in some or all of the activities and stages.

Task focus

Analysis of resources, approaches and methodologies, and learners and contexts.

TASK TWO

Marks available

42 (Part a = 12, Part b = 12, Part c = 18)

Mark scheme

- Two marks are awarded for each point made up to a maximum of 12 marks for Parts a and b.
- One mark is awarded for each assumption listed; one mark is awarded for each explanation of an assumption; one mark is awarded for correct reference to a relevant exercise for each assumption for Part c.

TASK THREE

Task type & Description

Task focus

Marks available

Mark scheme

Longer written response ELT-related input is provided, e.g. one or two extracts from material for teachers or from a methodology/resource book, a lesson plan extract, a transcript of teachers discussing a lesson, an extract from tutor feedback. Candidates answer specific questions about the material, e.g. interpreting the teacher's role as exemplified in the material, discussing the implications this view of teaching has for classroom practice. This could include analysis of: both historical and current perspectives on approaches and methodologies, theories of language acquisition, resources, learner and teacher roles.

Analysis of resources, approaches and methodologies, learners and contexts, language acquisition and teacher roles.

40

- Two marks are awarded for each correct point made up to a maximum of 30 marks.
- A mark out of five is given for the depth of the overall response. This is doubled to a mark out of 10.