

General description

Examination format	Delta Module Two assessment consists of five assignments, which are completed during a Delta course.
Timing	The assignments are set during the course at intervals determined by the centre.
No. of assignments	Candidates complete: <ul style="list-style-type: none"> • two systems assignments two skills assignments • a two-part Professional Development Assignment (2,000-2,500 words each part)
Task types	<p>Each systems assignment includes:</p> <ul style="list-style-type: none"> • a background essay (2,000-2,500 words) in which the candidate explores an area of language systems and considers related teaching and learning issues • planning, teaching and evaluation of a lesson related to the chosen area. <p>Each skills assignment includes:</p> <ul style="list-style-type: none"> • a background essay (2,000-2,500 words each) in which the candidate explores an area of language skills and considers related teaching and learning issues • planning, teaching and evaluation of a lesson related to the chosen area. <p>The Professional Development Assignment includes</p> <ul style="list-style-type: none"> • Reflection and Action • Experimental Practice
Answer format	Candidates write their answers in prose though grids, tables, and charts may be used where appropriate. Assignments should be word processed.
Marks	Each systems/skills assignment is marked with reference to a set of generic assessment criteria. Results will be awarded as Pass with Distinction, Pass with Merit, Pass and Fail. The Professional Development Assignment is marked as Pass or Fail.

Structure and tasks

Timing

The systems and skills assignments are set in any order at appropriate intervals throughout the course. The candidate should receive feedback before the next assignment is submitted.

The Professional Development Assignment is set at the beginning of the course and completed during the course. The Experimental Practice part of this assignment may be set at any time during the course

Assignment	Task type(s)	Syllabus focus
Systems X2	<p>A background essay including research into and analysis of a selected aspect of language systems, consideration of teaching learning issues and suggestions for teaching</p> <p>Preparation, teaching and evaluation of a lesson related to the area chosen for the background assignment</p> <p><i>Each of the two systems assignments must focus on a different area of systems (grammar, lexis, phonology or discourse).</i></p>	<p>The language learner and the language learning context</p> <p>Preparation for teaching learners of English</p> <p>Evaluating, selecting and using resources and materials for teaching purposes</p> <p>Managing and supporting learning</p> <p>Evaluation of lesson preparation and teaching</p>
Skills X2	<p>A background essay including research into and analysis of a selected aspect of language skills, consideration of teaching/learning issues and suggestions for teaching</p> <p>Preparation, teaching and evaluation of a lesson related to the area chosen for the background assignment.</p> <p><i>One of the two skills assignments must focus on a productive skill (speaking or writing). The second must focus on a receptive skill (reading or listening).</i></p>	<p>The language learner and the language learning context</p> <p>Preparation for teaching learners of English</p> <p>Evaluating, selecting and using resources and materials for teaching purposes</p> <p>Managing and supporting learning</p> <p>Evaluation of lesson preparation and teaching</p>
Professional Development	<p>A two-part assignment based on an action plan formulated at the beginning of the course</p> <p>Part A <i>Reflection and Action</i> is a reflective assignment which candidates work on at different stages of the course</p> <p>Part B <i>Experimental Practice</i> is an investigation of an area of practice which is new for the individual teacher.</p> <p><i>This assignment includes observation and reflection on others' as well as the candidate's own teaching.</i></p>	<p>Observation/Evaluation of other teachers' lessons</p> <p>Professionalism and opportunities for professional development</p>

