



Chinese: Second Language ATAR course Practical (oral) marking key 2016

Marking keys are an explicit statement about what the examiner expects of candidates in the practical (oral) examination. They are essential to fair assessment because their proper construction underpins reliability and validity.

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2016/8300[v2]

Part B: Discussion of stimulus

50% (25 Marks)

| Description | Marks |
|--|----------|
| Comprehension | |
| Comprehends all questions and comments from the marker and responds to them with no or few requests for clarification. Displays an effective repertoire of strategies to aid comprehension when processing and responding to complex questions. | 4 |
| Comprehends all anticipated and familiar questions, including comments by the marker, and responds with little or no hesitation. Needs pauses to process complex questions and marker's comments. Expresses the need for clarification or repetition when required. Needs minimal support from the marker. | 3 |
| Occasionally hesitates, but comprehends most simple and well-practised questions. Demonstrates difficulty when processing complex questions, even after repeating or rewording by the marker. Requires some support from the marker. | 2 |
| Comprehends only simple questions, but lack of comprehension frequently results in inappropriate answers. Employs a limited range of support strategies and has difficulty comprehending repeated or reworded questions. Requires considerable support from the marker. | 1 |
| Shows little evidence of comprehension resulting in partial answers and numerous silences. Leaves many questions unanswered, even after frequent repeating and rewording by the marker. | 0 |
| Total | 4 |
| Response (relevance and depth of information) | |
| Responds, informs and engages with breadth and depth providing opinions, ideas and a wide range of information associated with the stimulus, questions and comments made by the marker. | 6 |
| Responds and informs with opinions, ideas and a good range of information associated with the stimulus, questions and comments made by the marker. | 5 |
| Responds with relevant ideas and a range of information associated with the stimulus, questions and comments made by the marker. | 4 |
| Responds with adequate information associated with the stimulus, questions and comments made by the marker. | 3 |
| Responds with a limited range of information associated with the stimulus, questions and comments made by the marker. Makes some comments that do not relate to the stimulus. | 2 |
| Responds with very limited range of information or frequently irrelevant information associated with the stimulus, questions and comments made by the marker. Makes some comments that do not relate to the stimulus. | 1 |
| Does not present or develop any ideas associated with the stimulus. Does not respond to questions and comments made by the marker or responds in another language. | 0 |
| Total | 6 |
| Language range (vocabulary and grammar) | |
| Uses a breadth of vocabulary, grammar and sentence structure. | 5 |
| Uses a good range of vocabulary, grammar and sentence structure. | 4 |
| Uses a satisfactory range of vocabulary and grammar, relying predominantly on simple sentence structures. | 3 |
| Uses set structures and basic vocabulary with repetition and reliance on non-Chinese sentence structure and vocabulary. | 2 |
| Uses single words and short phrases. | 1 |
| Shows no evidence of a range of vocabulary, grammar and sentence structure. | 0 |
| Total | 5 |
| Language accuracy (grammar) | |
| Applies rules of grammar with a very high level of accuracy and consistency. | 6 |
| Applies rules of grammar with a high level of accuracy and consistency. | 5 |
| Applies the rules of grammar with a good level of accuracy and consistency. | 4 |
| Applies the rules of grammar with a satisfactory level of accuracy and reasonable consistency. | 3 |
| Applies rules of grammar with inaccuracies. | 2 |
| Shows inconsistent application of rules of grammar. | 1 |
| Shows no application of rules of grammar. | 0 |
| Total | 6 |
| Speech (flow, pronunciation and intonation) | |
| Pronunciation is consistently clear and comprehensible with very good tones and intonation. Speaks spontaneously and naturally and where 'think time' is required, uses appropriate 'fillers'. | 4 |
| Pronunciation is highly comprehensible. Tones and intonation are mostly correct. | 3 |
| Pronunciation, tones and intonation are acceptable. Some hesitation and/or repetition is evident. | 2 |
| Pronunciation and tones are unclear and inaccurate. Frequent hesitation and pauses occur. | 1 |
| Does not apply the rules of pronunciation, tones and intonation. | 0 |
| Total | 4 |

Part C: Conversation

50% (25 Marks)

| Description | Marks |
|--|----------|
| Comprehension | |
| Comprehends all questions and comments from the marker and responds to them with no or few requests for clarification. Displays an effective repertoire of strategies to aid comprehension when processing and responding to complex questions. | 4 |
| Comprehends all anticipated and familiar questions, including comments by the marker, and responds with little or no hesitation. Needs pauses to process complex questions and marker's comments. Expresses the need for clarification or repetition when required. Needs minimal support from the marker. | 3 |
| Occasionally hesitates, but comprehends most simple and well-practised questions. Demonstrates difficulty when processing complex questions, even after repeating or rewording by the marker. Requires some support from the marker. | 2 |
| Comprehends only simple questions, but lack of comprehension frequently results in inappropriate answers. Employs a limited range of support strategies and has difficulty comprehending repeated or reworded questions. Requires considerable support from the marker. | 1 |
| Shows little or no evidence of comprehension resulting in partial answers and numerous silences. Leaves many questions unanswered, even after frequent repeating and rewording by the marker. | 0 |
| Total | 4 |
| Response (relevance and depth of information) | |
| Responds, informs and engages with breadth and depth providing opinions, ideas and a wide range of information related to questions and comments made by the marker. | 6 |
| Responds and informs with opinions, ideas and a good range of information related to questions and comments made by the marker. | 5 |
| Responds with relevant ideas and a range of information related to questions and comments made by the marker. | 4 |
| Responds with adequate information related to questions and comments made by the marker. | 3 |
| Responds with a limited range of information related to questions and comments made by the marker. | 2 |
| Responds with very limited or frequently irrelevant information to questions and comments made by the marker. | 1 |
| Does not respond to questions and comments made by the marker or responds in another language. | 0 |
| Total | 6 |
| Language range (vocabulary and grammar) | |
| Uses a breadth of vocabulary, grammar and sentence structure. | 5 |
| Uses a good range of vocabulary, grammar and sentence structure. | 4 |
| Uses a satisfactory range of vocabulary and grammar, relying predominantly on simple sentence structures. | 3 |
| Uses set structures and basic vocabulary with repetition and reliance on non-Chinese sentence structure and vocabulary. | 2 |
| Uses single words and short phrases. | 1 |
| Shows no evidence of a range of vocabulary, grammar and sentence structure. | 0 |
| Total | 5 |
| Language accuracy (grammar) | |
| Applies rules of grammar with a very high level of accuracy and consistency. | 6 |
| Applies rules of grammar with a high level of accuracy and consistency. | 5 |
| Applies the rules of grammar with a good level of accuracy and consistency. | 4 |
| Applies the rules of grammar with a satisfactory level of accuracy and reasonable consistency. | 3 |
| Applies rules of grammar with inaccuracies. | 2 |
| Shows inconsistent application of rules of grammar. | 1 |
| Shows no application of rules of grammar. | 0 |
| Total | 6 |
| Speech (flow, pronunciation and intonation) | |
| Pronunciation is consistently clear and comprehensible with very good tones and intonation. Speaks spontaneously and naturally and where 'think time' is required, uses appropriate 'fillers'. | 4 |
| Pronunciation is highly comprehensible. Intonation and tones are mostly correct. | 3 |
| Pronunciation, tones and intonation are acceptable. Some hesitation and/or repetition is evident. | 2 |
| Pronunciation and tones is unclear and inaccurate. Frequent hesitation and pauses occur. | 1 |
| Does not apply the rules of pronunciation, tones and intonation. | 0 |
| Total | 4 |