



# **English as an Additional Language or Dialect 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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2016/9338

**Part A: Introductory discussion****5% (3 marks)**

<b>Interaction on familiar topics</b>	<b>Marks</b>
Responds and interacts appropriately at all times, correctly using a wide range of grammar, lexis and cohesive devices. Uses appropriate register consistently. Effectively employs a range of pronunciation elements. Speaks fluently and at a good pace.	3
Generally responds and interacts with relevance. Uses grammar and lexis with reasonable accuracy. Some lapses in register may occur. May hesitate in delivery and employ a limited range of pronunciation elements, though still communicates effectively.	2
Responds to questions, using a limited range of grammar, lexis and cohesive devices, marked by frequent error. May use inappropriate register. May speak slowly or hesitate often. Often uses pronunciation elements inaccurately.	1
Does not interact appropriately.	0
<b>Total</b>	<b>3</b>

**Part B: Visual stimulus/focus questions**
**35% (18 marks)**

<b>Fluency and clarity (pronunciation, intonation, stress)</b>	<b>Marks</b>
Speaks clearly and fluently, using stress and intonation at word and sentence level to highlight significant points and supporting detail. The L/D1 accent can be understood without effort.	5
Speaks generally clearly and fluently, using stress and intonation to highlight significant points and supporting detail. The L/D1 accent does not impede communication.	4
Speaks generally clearly and fluently with appropriate use of stress and intonation. Slight pronunciation interference from L/D1 does not impede communication.	3
Speaks with developing control of the sound system and stress and intonation patterns of English. However, some words or phrases may be unclear.	2
Often speaks unclearly due to pronunciation difficulties.	1
No evidence of this criterion.	0
<b>Total</b>	<b>5</b>
<b>Linguistic resources (accuracy, appropriacy and range of grammar and lexis)</b>	
Makes occasional grammatical errors but these are of the kind made by native speakers. Lexical choice is wide-ranging, appropriate and reflects understanding of complex concepts. Consistently chooses register appropriately for audience and purpose.	5
Controls a wide range of grammatical structures with few errors, and uses subject-specific vocabulary in both rehearsed and spontaneous speech. Register is usually appropriate for audience and purpose.	4
Generally controls a range of grammatical structures and subject-specific vocabulary in both rehearsed and spontaneous speech. Errors in spontaneous speech do not impede communication. Shows an evolving awareness of register for audience and purpose.	3
Controls a range of structures with errors quite frequent in more complex structures; however, meaning is still clear. Vocabulary is sufficient for the communicative purpose. Shows little understanding of register for audience and purpose.	2
Relies on simple sentences. Makes frequent errors, particularly in complex sentences. Vocabulary generally consists of familiar words and collocations and word formation tends to be inaccurate. Shows no understanding of the choice of register for audience and purpose.	1
No evidence of this criterion.	0
<b>Total</b>	<b>5</b>
<b>Content (prepared response to visual stimulus and focus questions)</b>	
Presents a relevant, well-structured interpretation of both the visual stimulus and the focus questions and supports ideas effectively.	5
Presents a relevant response to both the visual stimulus and the focus questions, with well-structured ideas developed in depth and explaining and justifying a point of view.	4
Presents a relevant response to both the visual stimulus and the focus questions, with generally well-structured and developed ideas explaining or justifying a point of view.	3
Presents a relevant response with some ideas to explain or justify a point of view.	2
Responds with short connected utterances linked by a limited range of cohesive devices. Expresses few abstract ideas and little or no point of view.	1
No evidence of this criterion.	0
<b>Total</b>	<b>5</b>
<b>Interaction on unseen question</b>	
Interacts spontaneously and responds coherently. Response is relevant and detailed.	3
Answers with support from the interviewer. Response is mostly relevant.	2
Answers with prompting from the interviewer. Response is partially relevant.	1
No evidence of this criterion.	0
<b>Total</b>	<b>3</b>

**Part C: Course issues/topics discussion**

**60% (20 marks)**

<b>Criterion 1: Fluency and clarity (pronunciation, intonation, stress)</b>	<b>Marks</b>
Speaks clearly and fluently, using stress and intonation at word and sentence level to highlight significant points and supporting detail. The L/D1 accent can be understood without effort.	5
Speaks generally clearly and fluently, using stress and intonation to highlight significant points and supporting detail. The L/D1 accent does not impede communication.	4
Speaks generally clearly and fluently with appropriate use of stress and intonation. Slight pronunciation interference from L/D1 does not impede communication.	3
Speaks with developing control of the sound system and stress and intonation patterns of English. However, some words or phrases may be unclear.	2
Often speaks unclearly due to pronunciation difficulties.	1
No evidence of this criterion.	0
<b>Total</b>	<b>5</b>
<b>Criterion 2: Linguistic resources (accuracy, appropriacy and range of grammar and lexis)</b>	
Makes occasional grammatical errors but these are of the kind made by native speakers. Lexical choice is wide-ranging, appropriate and reflects understanding of complex concepts. Consistently chooses register appropriately for audience and purpose.	5
Controls a wide range of grammatical structures with few errors, and uses subject-specific vocabulary in both rehearsed and spontaneous speech. Register is usually appropriate for audience and purpose.	4
Generally controls a range of grammatical structures and subject-specific vocabulary in both rehearsed and spontaneous speech. Errors in spontaneous speech do not impede communication. Shows an evolving awareness of register for audience and purpose.	3
Controls a range of structures with errors quite frequent in more complex structures; however, meaning is still clear. Vocabulary is sufficient for the communicative purpose. Shows little understanding of register for audience and purpose.	2
Relies on simple sentences. Makes frequent errors particularly in complex sentences. Vocabulary generally consists of familiar words and collocations and word formation tends to be inaccurate. Shows no understanding of the choice of register for audience and purpose.	1
No evidence of this criterion.	0
<b>Total</b>	<b>5</b>
<b>Criterion 3: Unit 3 content</b>	
Analyses and evaluates course issues/topics related to the unit focus, <i>Australia as a cultural community</i> , including specific cultural constructions or cultural variations in attitudes. Presents relevant and well-developed examples to support a coherent argument and own opinions.	5
Explains in detail, issues/topics related to the unit focus, <i>Australia as a cultural community</i> , including specific cultural constructions or cultural variations in attitudes. Presents relevant and developed examples to maintain discussion and develop own opinions.	4
Explains issues/topics related to the unit focus, <i>Australia as a cultural community</i> , including cultural constructions or cultural variations in attitudes. Presents relevant examples to support discussion and develop own opinion.	3
Provides a superficial explanation of issues/topics related to the unit focus, <i>Australia as a cultural community</i> . Attempts to explain specific cultural constructions or cultural variations in attitudes. Uses a few examples to support discussion and own opinion.	2
Attempts to explain issues/topics related to the unit focus, <i>Australia as a cultural community</i> , showing little awareness of specific cultural constructions or cultural variations in attitudes. Uses few or no relevant examples to support ideas or own opinion.	1
No evidence of this criterion.	0
<b>Total</b>	<b>5</b>
<b>Criterion 4: Unit 4 content</b>	
Analyses and evaluates course issues/topics related to the unit focus, <i>Language and empowerment</i> , including how language is used to empower and disempower. Provides numerous examples of a variety of language techniques used to empower or disempower and clearly explains how each is used.	5
Explains in detail, issues/topics related to the unit focus, <i>Language and empowerment</i> , including how language is used to empower and disempower. Provides examples of language techniques used to empower or disempower and explains how each is used.	4
Explains issues/topics related to the unit focus, <i>Language and empowerment</i> , including how language is used to empower and disempower. Provides some examples of language techniques used to empower and/or disempower and attempts to explain how each is used.	3
Provides a superficial explanation of issues/topics related to the unit focus, <i>Language and empowerment</i> , identifying that language is used to empower and disempower. Provides only a simple example of language techniques used to empower or disempower and attempts to explain how it is used.	2
Attempts to explain issues/topics related to the unit focus, <i>Language and empowerment</i> , identifying superficial features of language used. Has difficulty providing examples of language techniques.	1
No evidence of this criterion.	0
<b>Total</b>	<b>5</b>