



English as an Additional Language or Dialect ATAR course

Practical (oral) marking key

2018

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

Interaction on familiar topics	Marks
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
Subtotal	3
Total	3

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

Fluency and clarity (pronunciation, intonation, stress)	Marks
Speaks clearly and fluently, using stress and intonation at word and sentence level to highlight significant points and supporting detail. The L/D1 accent does not impede communication.	5
Speaks generally clearly and fluently, using appropriate stress and intonation. Slight pronunciation interference from L/D1 does not impede communication.	4
Speaks generally clearly and fluently. Use of stress and intonation may be inappropriate at times. Slight pronunciation interference from L/D1 may occasionally impede communication.	3
Speaks with developing control of the sound system and stress and intonation patterns of English. Some words or phrases may be unclear.	2
Often speaks unclearly due to pronunciation difficulties.	1
No evidence of this criterion.	0
Subtotal	5
Linguistic resources (accuracy, appropriacy and range of grammar and lexis)	
Controls a wide range of grammatical structures with rare errors. Lexical choice is wide-ranging, appropriate and reflects understanding of complex concepts. Consistently chooses register appropriate for audience and purpose.	5
Controls grammatical structures with few errors, and uses a range of subject-specific vocabulary. Register is usually appropriate for audience and purpose.	4
Generally controls a range of grammatical structures and subject-specific vocabulary with some errors. Shows an evolving awareness of register for audience and purpose.	3
Generally 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. May show little understanding of register for audience and purpose.	2
Relies on simple sentences. Makes frequent errors, particularly in complex sentences, which impede meaning. Vocabulary generally consists of familiar words and word formation tends to be inaccurate. May show no understanding of the choice of register for audience and purpose.	1
No evidence of this criterion.	0
Subtotal	5
Content (prepared response to visual stimulus and focus questions)	
Presents a well-structured relevant response to both the visual stimulus and the focus questions, with ideas developed in depth and detail to explain and justify a point of view.	5
Presents a relevant, structured response to both the visual stimulus and the focus questions, with ideas well-developed to explain and justify a point of view.	4
Presents a relevant response to both the visual stimulus and the focus questions, with ideas to explain or justify a point of view.	3
Presents a mostly 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 ideas that do not present a clear point of view.	1
No evidence of this criterion.	0
Subtotal	5
Interaction on unseen question	
Answers with a coherent, relevant and detailed response.	3
Answers with a partly coherent and relevant response.	2
Attempts to present a relevant response.	1
No evidence of this criterion.	0
Subtotal	3
Total	18

Part C: Course issues/topics discussion

60% (20 marks)

Fluency and clarity (pronunciation, intonation, stress)	Marks
Speaks clearly and fluently, using stress and intonation at word and sentence level to highlight significant points and supporting detail. The L/D1 accent does not impede communication.	5
Speaks generally clearly and fluently, using appropriate stress and intonation. Slight pronunciation interference from L/D1 does not impede communication.	4
Speaks generally clearly and fluently. Use of stress and intonation may be inappropriate at times. Slight pronunciation interference from L/D1 may occasionally impede communication.	3
Speaks with developing control of the sound system and stress and intonation patterns of English. Some words or phrases may be unclear.	2
Often speaks unclearly due to pronunciation difficulties.	1
No evidence of this criterion.	0
Subtotal	5
Linguistic resources (accuracy, appropriacy and range of grammar and lexis)	
Controls a wide range of grammatical structures with rare errors. Lexical choice is wide-ranging, appropriate and reflects understanding of complex concepts. Consistently chooses register appropriate for audience and purpose.	5
Controls grammatical structures with few errors, and uses a range of subject-specific vocabulary. Register is usually appropriate for audience and purpose.	4
Generally controls a range of grammatical structures and subject-specific vocabulary with some errors. 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. May show little understanding of register for audience and purpose.	2
Relies on simple sentences. Makes frequent errors, particularly in complex sentences, which impede meaning. Vocabulary generally consists of familiar words and word formation tends to be inaccurate. May show no understanding of the choice of register for audience and purpose.	1
No evidence of this criterion.	0
Subtotal	5
Unit 3 content	
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
Subtotal	5
Unit 4 content	
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. 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>Language and empowerment</i> , including how language is used to empower and disempower. Presents relevant and developed examples to maintain discussion and develop own opinions.	4
Explains issues/topics related to the unit focus, <i>Language and empowerment</i> , including how language is used to empower and disempower. Presents relevant examples to support discussion and develop own opinion.	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. Uses a few examples to support discussion and own opinion.	2
Attempts to explain issues/topics related to the unit focus, <i>Language and empowerment</i> , identifying superficial features of language used. Uses few or no relevant examples to support ideas or own opinion.	1
No evidence of this criterion.	0
Subtotal	5
Total	20