



# English as an Additional Language or Dialect ATAR course practical (oral) examination marking key

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2022

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

## **Acknowledgement of Country**

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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

<b>Interaction on familiar topics</b>	<b>Marks</b>
Interacts appropriately at all times, correctly using a wide range of grammar, lexis and cohesive devices. Uses appropriate register consistently. Speaks fluently and at a good pace.	3
Generally interacts appropriately. Uses grammar and lexis with reasonable accuracy. Some lapses in register are evident. May hesitate in delivery, 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. Speaks slowly or hesitates often.	1
Does not meet any of the above specified performance levels for this criterion.	0
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>3</b>

**Part B: Visual stimulus/focus questions****35% (20 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.	5
Speaks generally clearly and fluently, using appropriate stress and intonation. Slight pronunciation interference from L/D1.	4
Speaks generally clearly and fluently. Use of stress and intonation is inappropriate at times. 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 are unclear.	2
Often speaks unclearly due to pronunciation difficulties.	1
Does not meet any of the above specified performance levels for this criterion.	0
<b>Subtotal</b>	<b>5</b>
<b>Linguistic resources (accuracy, appropriacy and range of grammar and lexis)</b>	
Controls the complete range of linguistic resources, evenly, accurately and appropriately.	5
Controls most of the range of linguistic resources overall mostly evenly, accurately and appropriately.	4
Generally controls most linguistic resources with some accuracy and appropriateness; however not always evenly.	3
Generally controls some linguistic resources, but unevenly and with frequent errors.	2
Has little control of linguistic resources so that meaning is impeded.	1
Does not meet any of the above specified performance levels for this criterion.	0
<b>Subtotal</b>	<b>5</b>
<b>Register</b>	
Consistently chooses register appropriate for audience and purpose.	2
Shows some understanding of register for audience and purpose.	1
Does not meet any of the above specified performance levels for this criterion.	0
<b>Subtotal</b>	<b>2</b>

<b>Content (prepared response to visual stimulus and focus questions)</b>	<b>Marks</b>
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
Does not meet any of the above specified performance levels for this criterion.	0
<b>Subtotal</b>	<b>5</b>
<b>Interaction on unseen question</b>	
Answers with a coherent, relevant and detailed response.	3
Answers with a coherent and relevant response.	2
Attempts to present a relevant response.	1
Does not meet any of the above specified performance levels for this criterion.	0
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>20</b>

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

**60% (22 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.	5
Speaks generally clearly and fluently, using appropriate stress and intonation. Slight pronunciation interference from L/D1.	4
Speaks generally clearly and fluently. Use of stress and intonation is inappropriate at times. 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 are unclear.	2
Often speaks unclearly due to pronunciation difficulties.	1
Does not meet any of the above specified performance levels for this criterion.	0
<b>Subtotal</b>	<b>5</b>
<b>Linguistic resources (accuracy, appropriacy and range of grammar and lexis)</b>	
Controls the complete range of linguistic resources, evenly, accurately and appropriately.	5
Controls most of the range of linguistic resources overall mostly evenly, accurately and appropriately.	4
Generally controls most linguistic resources with some accuracy and appropriateness; however not always evenly.	3
Generally controls some linguistic resources, but unevenly and with frequent errors.	2
Has little control of linguistic resources so that meaning is impeded.	1
Does not meet any of the above specified performance levels for this criterion.	0
<b>Subtotal</b>	<b>5</b>
<b>Register</b>	
Consistently chooses register appropriate for audience and purpose.	2
Shows some understanding of register for audience and purpose.	1
Does not meet any of the above specified performance levels for this criterion.	0
<b>Subtotal</b>	<b>2</b>
<b>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
Does not meet any of the above specified performance levels for this criterion.	0
<b>Subtotal</b>	<b>5</b>

<b>Unit 4 content</b>	<b>Marks</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. 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
Does not meet any of the above specified performance levels for this criterion.	0
<b>Subtotal</b>	<b>5</b>
<b>Total</b>	<b>22</b>