



# Chinese: Second Language ATAR course practical (oral) examination marking key

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2023

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 B: Discussion of stimulus****50% (24 marks)**

<b>Description</b>	<b>Marks</b>
<b>Comprehension</b>	
Comprehends all questions and comments from the marker and responds to them with no or few requests for clarification.	4
Comprehends all anticipated and familiar questions, including comments by the marker, and responds with little or no hesitation. Needs minimal support from the marker.	3
Occasionally hesitates, but comprehends most simple questions. Requires some support from the marker.	2
Comprehends only simple questions, but lack of comprehension frequently results in inappropriate answers. Requires considerable support from the marker.	1
Does not meet any of the above specified performance levels for this criterion.	0
<b>Subtotal</b>	<b>4</b>
<b>Response (relevance and depth of information)</b>	
Responds, informs and engages with breadth and depth providing opinions, ideas and a wide range of information associated with the stimulus item, questions and comments made by the marker.	6
Responds and informs with opinions, ideas and a good range of information associated with the stimulus item, questions and comments made by the marker.	5
Responds with relevant ideas and a range of information associated with the stimulus item, questions and comments made by the marker. Occasionally relies on notes or memorised texts during the discussion.	4
Responds with adequate information associated with the stimulus item, questions and comments made by the marker. Relies on notes or memorised texts during the discussion.	3
Responds with a limited range of information associated with the stimulus item, questions and comments made by the marker. Relies frequently on notes or memorised texts during the discussion.	2
Responds with very limited or frequently irrelevant information associated with the stimulus item, questions and comments made by the marker. Relies heavily on notes or memorised texts during the discussion.	1
Does not meet any of the above specified performance levels for this criterion.	0
<b>Subtotal</b>	<b>6</b>
<b>Language range (vocabulary and grammar)</b>	
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
Does not meet any of the above specified performance levels for this criterion.	0
<b>Subtotal</b>	<b>5</b>

Description	Marks
<b>Language accuracy (grammar)</b>	
Applies rules of grammar with accuracy most of the time. Minor errors do not affect meaning.	5
Applies rules of grammar with a good level of accuracy even though errors sometimes interfere with meaning.	4
Applies rules of grammar with a satisfactory level of accuracy. However, errors occasionally lead to misunderstanding.	3
Applies rules of grammar with inaccuracies. Errors repeatedly impede communication.	2
Shows inconsistent application of rules of grammar. Frequent errors lead to communication breakdown.	1
Does not meet any of the above specified performance levels for this criterion.	0
<b>Subtotal</b>	<b>5</b>
<b>Speech (fluency, pronunciation and intonation)</b>	
Speaks confidently and fluently, pronunciation is consistently clear and comprehensible with appropriate tones and intonation.	4
Speaks with some degree of confidence and fluency, pronunciation is highly comprehensible. Tones and intonation are mostly appropriate.	3
Speaks with some hesitation, makes errors in pronunciation that sometimes result in the meaning not being clear. Tones and intonation are acceptable.	2
Speaks with frequent hesitation, makes errors in pronunciation that often result in the meaning not being clear. Tones and intonation are often unclear or inappropriate.	1
Does not meet any of the above specified performance levels for this criterion.	0
<b>Subtotal</b>	<b>4</b>
<b>Total</b>	<b>24</b>

**Part C: Conversation****50% (24 Marks)**

Description	Marks
<b>Comprehension</b>	
Comprehends all questions and comments from the marker and responds to them with no or few requests for clarification.	4
Comprehends all anticipated and familiar questions, including comments by the marker, and responds with little or no hesitation. Needs minimal support from the marker.	3
Occasionally hesitates, but comprehends most simple questions. Requires some support from the marker.	2
Comprehends only simple questions, but lack of comprehension frequently results in inappropriate answers. Requires considerable support from the marker.	1
Does not meet any of the above specified performance levels for this criterion.	0
<b>Subtotal</b>	<b>4</b>
<b>Response (relevance and depth of information)</b>	
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. Occasionally uses well-rehearsed language or memorised texts during the conversation.	4
Responds with adequate information related to questions and comments made by the marker. Uses well-rehearsed language or memorised texts during the conversation.	3
Responds with a limited range of information related to questions and comments made by the marker. Frequently uses well-rehearsed language or memorised texts during the conversation.	2
Responds with very limited or frequently irrelevant information to questions and comments made by the marker. Relies heavily on rehearsed language or memorised texts during the conversation.	1
Does not meet any of the above specified performance levels for this criterion.	0
<b>Subtotal</b>	<b>6</b>
<b>Language range (vocabulary and grammar)</b>	
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
Does not meet any of the above specified performance levels for this criterion.	0
<b>Subtotal</b>	<b>5</b>
<b>Language accuracy (grammar)</b>	
Applies rules of grammar with accuracy most of the time. Minor errors do not affect meaning.	5
Applies rules of grammar with a good level of accuracy even though errors sometimes interfere with meaning.	4
Applies rules of grammar with a satisfactory level of accuracy. However, errors occasionally lead to misunderstanding.	3
Applies rules of grammar with inaccuracies. Errors repeatedly impede communication.	2
Shows inconsistent application of rules of grammar. Frequent errors lead to communication breakdown.	1
Does not meet any of the above specified performance levels for this criterion.	0
<b>Subtotal</b>	<b>5</b>

Description	Marks
<b>Speech (fluency, pronunciation and intonation)</b>	
Speaks confidently and fluently, pronunciation is consistently clear and comprehensible with appropriate tones and intonation.	4
Speaks with some degree of confidence and fluency, pronunciation is highly comprehensible. Tones and intonation are mostly appropriate.	3
Speaks with some hesitation, makes errors in pronunciation that sometimes result in the meaning not being clear. Tones and intonation are acceptable.	2
Speaks with frequent hesitation, makes errors in pronunciation that often result in the meaning not being clear. Tones and intonation are often unclear or inappropriate.	1
Does not meet any of the above specified performance levels for this criterion.	0
<b>Subtotal</b>	<b>4</b>
<b>Total</b>	<b>24</b>