



ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (ATAR)

Common Oral Assessment Task

Marking key

Marking keys are an explicit statement about what the examining panel expect of candidates when they respond to particular examination items. They help ensure a consistent interpretation of the criteria that guide the awarding of marks.

The examining panel provide a provisional marking key. The marking key is refined or modified as necessary in the light of sample marking and discussion between the chief examiner and the chief marker.

Criterion 1: Content	Marks
Analyses and evaluates the issues/topics related to the unit context. Presents relevant and well-structured responses to questions, with ideas developed in-depth and with detail to explain and justify a point of view. Presents well-developed examples to support a coherent argument and own opinions	8
Analyses and evaluates the issues/topics related to the unit context. Presents relevant and developed responses to questions, with detailed ideas to explain and justify a point of view. Gives well-developed examples to support an argument and own opinions	7
Explains in detail the issues/topics related to the unit context. Presents relevant responses to questions with ideas to explain and justify a point of view. Gives developed examples to support an argument and own opinions	6
Explains in some detail the issues/topics related to the unit context. Presents relevant responses to questions with ideas to explain a point of view. Gives examples to support an argument and own opinions	5
Explains the issues/topics related to the unit context. Presents relevant responses to questions with some ideas to explain a point of view. Gives examples to support own opinions	4
Discusses the issues/topics related to the unit context. Presents responses to most questions with some ideas. Gives few examples	3
Provides a superficial description of the issues/topics related to the unit context. Presents some relevant responses to questions. Gives few examples	2
Attempts to describe the issues/topics related to the unit context. Answers few questions with relevance or coherence	1
Subtotal	8
Criterion 2: Fluency and clarity (pronunciation, intonation, stress)	
Is intelligible and fluent, using stress and intonation to highlight significant points and supporting detail	6
Is generally intelligible and fluent, using stress to highlight significant points and supporting detail. The L/D1 accent may be evident but mostly does not impede communication	5
Is generally intelligible and fluent with some appropriate use of stress on words. Pronunciation interference from L/D1 may be evident but generally does not impede communication	4
Is generally intelligible and/or fluent. Pronunciation interference from L/D1 is evident and impedes communication at times	3
Is generally intelligible. Pronunciation interference from L/D1 and/or hesitation is evident and impedes communication	2
Shows developing control of the sound system and intonation patterns of English so that many words or phrases may be unintelligible to the listener	1
Subtotal	6
Criterion 3: Linguistic resources (accuracy, appropriacy and range of grammar and lexis)	
Controls linguistic resources, evenly, accurately and appropriately	6
Controls linguistic resources mostly evenly, accurately and appropriately	5
Generally controls linguistic resources accurately and appropriately	4
Generally controls some linguistic resources, but with some errors	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
Subtotal	6
Total	20

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*Published by the School Curriculum and Standards Authority of Western Australia
303 Sevenoaks Street
CANNINGTON WA 6107*