



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

2025

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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Practical (oral) marking key**100% (23 marks)**

Description	Marks
Content and communication	
Response	
Responds to all familiar and almost all less-familiar questions on a variety of topics and develops most answers in extended sequences of speech. Conveys detailed information and clearly explains ideas and opinions. Provides detailed descriptions and narrates events coherently when required.	6
Responds to all familiar and almost all less-familiar questions on a variety of topics and develops most answers in extended sequences of speech. Conveys information and explains ideas and opinions, including some detail and examples. Provides descriptions and narrates events coherently when required.	5
Responds to nearly all familiar and some less-familiar questions on a variety of topics and develops some answers in extended sequences of speech. Shares information and expresses ideas and opinions, including some detail and examples. Provides descriptions and narrates events when required.	4
Responds to most familiar questions on a variety of topics. Responses are mostly clear, typically short and/or repetitive, and occasionally extended. Shares some information, ideas and opinions. Provides some detail and examples when prompted.	3
Responds to some familiar questions on a variety of topics. Relies on memorised text and/or provides limited ideas and opinions. There may be occasions where responses are very unclear or not offered.	2
Responds to some familiar questions, often requiring support. Relies on memorised text and/or single words or short phrases. Frequently does not respond.	1
Does not meet any of the above specified performance levels for this criterion.	0
Subtotal	6
Communication and engagement	
Communicates effectively and carries the conversation forward with unhesitating flow.	4
Communicates well, carries the conversation forward with occasional hesitation and pauses to reflect on their responses. May ask for clarification from the marker to confirm understanding of complex questions or comments.	3
Communicates with hesitation and pauses and needs some support to progress the conversation. May ask the marker to clarify or elaborate what they have said.	2
Communicates with frequent hesitation and false starts. Relies on the marker to advance the conversation. Frequently asks for repetition from the marker when they do not understand.	1
Does not meet any of the above specified performance levels for this criterion.	0
Subtotal	4

Description	Marks
Language	
Linguistic resources – range	
Uses a wide range of appropriate vocabulary, sentence structures and grammar.	5
Uses a range of appropriate vocabulary, sentence structures and grammar.	4
Uses mostly familiar vocabulary, sentence structures and grammar.	3
Uses familiar vocabulary and well-rehearsed language.	2
Uses limited familiar vocabulary and set phrases with much repetition.	1
Does not meet any of the above specified performance levels for this criterion.	0
Subtotal	5
Linguistic resources – accuracy	
Uses vocabulary and sentence structures, and applies rules of grammar, accurately and consistently. Makes a few minor errors when using more complex vocabulary or grammatical items.	5
Uses vocabulary and sentence structures, and applies rules of grammar, mostly accurately and consistently. Makes some minor errors when using more complex vocabulary or grammatical items.	4
Uses vocabulary and sentence structures, and applies rules of grammar, with reasonable accuracy and consistency. Makes minor errors, which may hinder meaning when attempting to use complex vocabulary or grammatical items.	3
Uses vocabulary and sentence structures, and applies rules of grammar, with inaccuracies that affect meaning.	2
Makes frequent errors in the use of very simple vocabulary, sentence structures and application of rules of grammar, which affect meaning.	1
Does not meet any of the above specified performance levels for this criterion.	0
Subtotal	5
Pronunciation	
Speaks clearly and confidently. Pronunciation is consistently intelligible. Intonation is appropriate with excellent stress and tempo.	3
Speaks with some degree of clarity and confidence. Pronunciation is mostly intelligible. Intonation is mostly appropriate with good stress and tempo.	2
Speaks with little clarity and confidence. Intonation is often inappropriate with poor stress and tempo.	1
Does not meet any of the above specified performance levels for this criterion.	0
Subtotal	3
Total	23