



# **Japanese: Second Language ATAR course Practical (oral) marking key 2016**

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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2016/8297[v2]

**Part B: Discussion prompted by stimulus****35% (25 marks)**

Description	Marks
<b>Comprehension</b>	
Comprehends all questions and comments from the marker related to the stimulus and responds with no or few requests for clarification. Demonstrates an effective repertoire of strategies to aid comprehension when responding to complex questions.	4
Comprehends all anticipated and familiar questions, including comments by the marker, related to the stimulus and responds with little or no hesitation. Needs pauses to process complex questions and marker's comments. Expresses the need for clarification or repetition when required. Needs minimal support from the marker.	3
Occasionally hesitates, but comprehends most simple and well-practised questions related to the stimulus. Has difficulty when processing complex questions, even after repeating or rewording by the marker. Relies on support strategies but does not always use them effectively. Requires some support from the marker.	2
Comprehends only the simplest of questions related to the stimulus, but lack of comprehension frequently results in inappropriate answers. Employs a limited range of support strategies and has difficulty comprehending repeated or reworded questions. Requires considerable support from the marker.	1
Shows little or no evidence of comprehension of questions related to the stimulus resulting in partial answers and numerous silences. Leaves many questions unanswered, even after frequent repeating and rewording by the marker. Demonstrates lack of support strategies to aid comprehension.	0
<b>Total</b>	<b>4</b>
<b>Response (relevance and depth of information)</b>	
Discusses the stimulus confidently. Is proficient in expressing ideas and/or opinions. Responds to questions and comments made by the marker, informing and engaging in breadth and depth and providing original opinions, ideas and a wide range of information.	5
Discusses the stimulus, responding to all questions and comments made by the marker. Sometimes relies on memorised text, but is able to incorporate it into the conversation. Provides mostly relevant information, ideas and opinions related to the stimulus item.	4
Discusses the stimulus, responding to most questions and comments made by the marker. Frequently relies on memorised text and has difficulty incorporating it into the conversation. Provides some relevant information, ideas and opinions related to the stimulus item.	3
Discussion of the stimulus is fragmented. Provides some information, ideas and opinions, but may hesitate or make occasional irrelevant/off-topic comments when responding to complex questions and comments made by the marker. Has a tendency to fade sentence endings. Relies on memorised text which is not incorporated into the discussion.	2
Discussion of the stimulus is fragmented. Provides limited information and few ideas or opinions, and makes some comments that do not relate to the stimulus item, or to questions and comments made by the marker. Relies heavily on rehearsed language or memorised text not relevant to the discussion.	1
Fails to respond, or responds to questions and comments made by the marker about the stimulus with very limited or irrelevant information. Frequently responds in another language.	0
<b>Total</b>	<b>5</b>
<b>Language range (vocabulary and grammar)</b>	
Uses a breadth and sophistication of vocabulary, grammar and sentence structure.	6

<b>Description</b>	<b>Marks</b>
Uses a wide range of vocabulary, grammar and sentence structure, and attempts complex sentence structure.	5
Uses a good range of vocabulary, grammar and sentence structure.	4
Uses a range of vocabulary and grammar, relying predominantly on simple sentence structures.	3
Uses set structures and basic vocabulary with repetition.	2
Uses single words and short phrases.	1
Shows no evidence of a range of vocabulary, grammar and sentence structure.	0
<b>Total</b>	<b>6</b>
<b>Language accuracy (grammar)</b>	
Applies rules of grammar with a very high level of accuracy and consistency.	6
Applies rules of grammar with a high level of accuracy and consistency.	5
Applies the rules of grammar with a good level of accuracy and consistency.	4
Applies the rules of grammar with a satisfactory level of accuracy and reasonable consistency.	3
Applies rules of grammar with inaccuracies.	2
Shows inconsistent application of rules of grammar.	1
Shows no application of rules of grammar.	0
<b>Total</b>	<b>6</b>
<b>Speech (flow, pronunciation and intonation)</b>	
Pronunciation is consistently clear and comprehensible with excellent intonation. Foreign borrowings sound 'Japanese'. Speaks spontaneously and naturally. When 'think time' is required, uses appropriate 'fillers'.	4
Pronunciation is clear and comprehensible with correct intonation. Speaks with confidence.	3
Pronunciation is comprehensible. Speaks with some confidence, but occasional errors in timing of utterances are evident. May overuse 'fillers' to sustain conversation.	2
Pronunciation is acceptable. Intonation is mostly unvaried. Some hesitation and/or repetition are evident.	1
Pronunciation is unclear and inaccurate with an extended period of silence.	0
<b>Total</b>	<b>4</b>

**Part C: Conversation****65% (25 marks)**

Description	Marks
<b>Comprehension</b>	
Comprehends all questions and comments from the marker related to the learning contexts and topics, and responds with no or few requests for clarification. Demonstrates an effective repertoire of strategies to aid comprehension when responding to complex questions.	4
Comprehends all anticipated and familiar questions including comments by the marker related to the learning contexts and topics, and responds with little or no hesitation. Needs pauses to process complex questions and marker's comments. Expresses the need for clarification or repetition when required. Needs minimal support from the marker.	3
Occasionally hesitates, but comprehends most simple and well-practised questions related to the learning contexts and topics. Has difficulty when processing complex questions, even after repeating or rewording by the marker. Relies on support strategies but does not always use them effectively. Requires some support from the marker.	2
Comprehends only the simplest of questions related to the learning contexts and topics, but lack of comprehension frequently results in inappropriate answers. Employs a limited range of support strategies and has difficulty comprehending repeated or reworded questions. Requires considerable support from the marker.	1
Shows little or no evidence of comprehension of questions related to the learning contexts and topics, resulting in partial answers and numerous silences. Leaves many questions unanswered, even after frequent repeating and rewording by the marker. Demonstrates lack of support strategies to aid comprehension.	0
<b>Total</b>	<b>4</b>
<b>Response (relevance and depth of information)</b>	
Converses confidently. Is proficient in expressing ideas and/or opinions. Responds to questions and comments made by the marker, informing and engaging in breadth and depth and providing original opinions, ideas and a wide range of information.	5
Participates in a conversation, responding to all questions and comments made by the marker. Sometimes relies on memorised text, but is able to incorporate it into the conversation. Provides mostly relevant information, ideas and opinions.	4
Participates in a conversation, responding to most questions and comments made by the marker. Frequently relies on memorised text and has difficulty incorporating it into the conversation. Provides some relevant information, ideas and opinions.	3
Conversation is fragmented. Provides some information, ideas and opinions, but may hesitate or make occasional irrelevant/off-topic comments when responding to complex questions and comments made by the marker. Has a tendency to fade sentence endings. Relies on memorised text which is not incorporated into the conversation.	2
Conversation is fragmented. Provides limited information and few ideas or opinions, and makes some comments that do not relate to questions and comments made by the marker. Relies heavily on rehearsed language or memorised text not relevant to the conversation.	1
Fails to respond, or responds to questions and comments made by the marker with very limited or irrelevant information. Frequently responds in another language.	0
<b>Total</b>	<b>5</b>

Description	Marks
<b>Language range (vocabulary and grammar)</b>	
Uses a breadth and sophistication of vocabulary, grammar and sentence structure.	6
Uses a wide range of vocabulary, grammar and sentence structure, and attempts complex sentence structure.	5
Uses a good range of vocabulary, grammar and sentence structure.	4
Uses a range of vocabulary and grammar, relying predominantly on simple sentence structures.	3
Uses set structures and basic vocabulary with repetition.	2
Uses single words and short phrases.	1
Shows no evidence of a range of vocabulary, grammar and sentence structure.	0
<b>Total</b>	<b>6</b>
<b>Language accuracy (grammar)</b>	
Applies rules of grammar with a very high level of accuracy and consistency.	6
Applies rules of grammar with a high level of accuracy and consistency.	5
Applies the rules of grammar with a good level of accuracy and consistency.	4
Applies the rules of grammar with a satisfactory level of accuracy and reasonable consistency.	3
Applies rules of grammar with inaccuracies.	2
Shows inconsistent application of rules of grammar.	1
Shows no application of rules of grammar.	0
<b>Total</b>	<b>6</b>
<b>Speech (flow, pronunciation and intonation)</b>	
Pronunciation is consistently clear and comprehensible with excellent intonation. Foreign borrowings sound 'Japanese'. Speaks spontaneously and naturally. When 'think time' is required, uses appropriate 'fillers'.	4
Pronunciation is clear and comprehensible with correct intonation. Speaks with confidence.	3
Pronunciation is comprehensible. Speaks with some confidence, but occasional errors in timing of utterances are evident. May overuse 'fillers' to sustain conversation.	2
Pronunciation is acceptable. Intonation is mostly unvaried. Some hesitation and/or repetition are evident.	1
Pronunciation is unclear and inaccurate with an extended period of silence.	0
<b>Total</b>	<b>4</b>