

# AUSLAN

## Interactive Sign examination

### Description

Detailed specifications for the Interactive Sign examination are provided in the Revised VCE Auslan Study Design.

### Examination criteria

The following criteria will be used to assess students' performance in the Interactive Sign examination. Assessors mark holistically, taking into account the relevant criteria for each section/part and the marks allocated for each question.

The assessors will take into account the extent to which answers to questions demonstrate:

### Conversation, presentation and response

When judging performance in the Interactive sign examination, the examiner/s will take into account the extent to which the student demonstrates:

#### Section 1: Conversation and discussion

##### *Capacity to maintain and advance the exchange appropriately and effectively*

- capacity to link with assessor/s
- effectiveness of communication and repair strategies
- degree of support necessary to maintain the exchange

##### *Relevance, breadth and depth of treatment of information, opinions, ideas*

- relevance of information/opinions/comment
- range of information/opinions/comment

##### *Clarity of expression and fluency of expression*

- pace, rhythm, stress
- effective use of signing space in an informal context

##### *Accuracy of vocabulary and discourse structures*

- accuracy of vocabulary and grammatical structures
- observation of the cultural conventions of informal sign

##### *Range and appropriateness of vocabulary and grammatical structures*

- variety of vocabulary and grammatical structures
- appropriateness of vocabulary and grammatical structures to the context, audience and purpose of task

## **Section 2: Presentation and response**

### ***Capacity to sustain a presentation and response in a formal signing context***

- effectiveness of presentation including the capacity to incorporate any support material/s
- capacity to link with assessors and to maintain the exchange appropriately and effectively
- capacity to elaborate on the presentation with reasons/examples/evidence
- effectiveness of communication and repair strategies

### ***Relevance, breadth and depth of information, opinions and ideas***

- quality of information/opinions/comment
- relevance of information/opinions/comment
- range of information/opinions/comment
- capacity to support/elaborate opinions/comment with reasons/examples/evidence

### ***Clarity of expression and fluency of expression***

- pace, rhythm, stress
- effective use of signing space in a formal context

### ***Accuracy of vocabulary and discourse structures***

- accuracy of vocabulary and grammatical structures
- observation of the cultural conventions of formal sign

### ***Range and appropriateness of vocabulary and grammatical structures***

- variety of vocabulary and grammatical structures
- appropriateness of vocabulary and grammatical structures to the context, audience and purpose of the task

# AUSLAN

## Sign Comprehension and Sign Production examination

### Section 1: Watching and responding to informal signed texts

When judging performance in this section, the examiner/s will take into account the extent to which the student demonstrates:

#### *The capacity to understand and respond to general and/or specific aspects of informal signed texts*

- identifying and analysing information effectively for the context, audience and purpose of task

#### *The capacity to convey information accurately and appropriately*

- comparing/contrasting/summarising/evaluating
- observation of cultural conventions

#### *Relevance, breadth and depth of treatment of information, opinions, comment*

- quality of content in relation to task/s set
- observation of cultural/discourse conventions

#### *Accuracy, range and appropriateness of vocabulary and grammatical structures*

- accuracy of vocabulary and grammatical structures
- variety of vocabulary and grammatical structures

#### *The capacity to extract, classify and reorganise information from a range of informal signed texts*

- effective structuring and sequencing of ideas for the context, audience and purpose of task

### Section 2: Watching and responding to formal signed texts

When judging performance in this section, the examiner/s will take into account the extent to which the student demonstrates:

#### *The capacity to understand and respond to general and/or specific aspects of formal signed texts*

- identifying and analysing information effectively for the context, audience and purpose of task

#### *The capacity to convey information accurately and appropriately*

- comparing/contrasting/summarising/evaluating
- observation of cultural/discourse conventions

#### *Relevance, breadth and depth of treatment of information, opinions, comment*

- quality of content in relation to task/s set

#### *Accuracy, range and appropriateness of vocabulary and grammatical structures*

- accuracy of vocabulary and grammatical structures
- variety of vocabulary and grammatical structures

#### *The capacity to extract, classify and reorganise information from a range of formal signed texts*

- effective structuring and sequencing of ideas for the context, audience and purpose of task

# CLASSICAL GREEK

## End-of-year written examination – Units 3 and 4

### Description

Detailed specifications for the written examination are provided in the Revised VCE Classical Greek Study Design.

### Examination criteria

The following criteria will be used to assess students' performance in the written examination. Assessors mark holistically, taking into account the relevant criteria for each section/part and the marks allocated for each question.

The assessors will take into account the extent to which answers to questions demonstrate:

#### **Section 1: Prescribed seen text – prose**

##### **Translation of two extracts**

- accuracy and fluency of translation

##### **Commentary on one extract**

- understanding of the extract and the prescribed text

##### **Essay**

- understanding of the prescribed text
- capacity to present a sustained, logical and well-structured answer to the question

#### **Section 2: Prescribed seen text – verse**

##### **Translation of two extracts**

- accuracy and fluency of translation

##### **Commentary on one extract**

- understanding of the extract and the prescribed text

##### **Essay**

- understanding of the prescribed text
- capacity to present a sustained, logical and well-structured answer to the question

#### **Section 3: Unseen texts**

##### **Translation of one prose and one verse extract**

- accuracy and fluency of translation

# LATIN

## End-of-year written examination – Units 3 and 4

### **Description**

Detailed specifications for the written examination are provided in the Revised VCE Latin Study Design.

### **Examination criteria**

The following criteria will be used to assess students' performance in the written examination. Assessors mark holistically, taking into account the relevant criteria for each section/part and the marks allocated for each question.

The assessors will take into account the extent to which answers to questions demonstrate:

#### **Section 1: Comprehension and analysis of an unseen text**

- accuracy and fluency of translation
- understanding of content

#### **Section 2: Comprehension, analysis and interpretation of the prescribed seen text**

##### **Part A**

- understanding of content in the passage provided
- understanding of content related to the passage and the text as a whole

##### **Part B**

- understanding of themes and ideas
- identification and explanation of the author's use of literary devices

**ALBANIAN, ARABIC, ARMENIAN, BENGALI, CHINESE SECOND LANGUAGE, CROATIAN, CZECH, DUTCH, FILIPINO, FRENCH, GERMAN, GREEK, HEBREW, HINDI, HUNGARIAN, INDONESIAN SECOND LANGUAGE, ITALIAN, JAPANESE SECOND LANGUAGE, KHMER, KOREAN SECOND LANGUAGE, LATVIAN, LITHUANIAN, MACEDONIAN, MALTESE, PERSIAN, POLISH, PORTUGUESE, ROMANIAN, RUSSIAN, SERBIAN, SINHALA, SLOVENIAN, SPANISH, SWEDISH, TAMIL, TURKISH, UKRAINIAN AND VIETNAMESE**

**End-of-year examination: Oral component – Units 3 and 4**

**Description**

Detailed specifications for the oral component of the examination are provided in the relevant Revised VCE LOTE Study Design.

**Examination criteria: Oral component**

The following criteria will be used to assess students' performance.

**Section 1: Conversation**

*Capacity to maintain and advance the exchange appropriately and effectively*

- Capacity to link with assessors
- Effectiveness of communication and repair strategies
- Degree of support necessary to maintain the exchange

*Relevance, breadth and depth of information, opinions and ideas*

- Relevance of information/ideas
- Range of information/ideas
- Capacity to support/elaborate ideas/opinions with reasons/examples/evidence/new ideas

*Accuracy of vocabulary and grammar*

*Range and appropriateness of vocabulary and grammar*

- Variety of vocabulary and grammar
- Appropriateness of vocabulary and grammar to the context, audience and purpose of the task

*Clarity of expression*

- Pronunciation, intonation, stress, tempo

## **Section 2: Discussion**

### ***Capacity to maintain and advance the exchange appropriately and effectively***

- Capacity to link with assessors
- Effectiveness of communication and repair strategies
- Degree of support necessary to maintain the exchange

### ***Capacity to present information, ideas and opinions on a chosen topic***

- Capacity to support and to elaborate on information, ideas and opinions with reasons, examples, evidence and/or new ideas

### ***Accuracy of vocabulary and grammar***

### ***Range and appropriateness of vocabulary and grammar***

- Variety of vocabulary and grammar
- Appropriateness of vocabulary and grammar to the context, audience and purpose of the task

### ***Clarity of expression***

- Pronunciation, intonation, stress, tempo

**ALBANIAN, ARABIC, ARMENIAN, BENGALI, CHINESE SECOND LANGUAGE, CROATIAN, CZECH, DUTCH, FILIPINO, FRENCH, GERMAN, GREEK, HEBREW, HINDI, HUNGARIAN, INDONESIAN SECOND LANGUAGE, ITALIAN, JAPANESE SECOND LANGUAGE, KHMER, KOREAN SECOND LANGUAGE, LATVIAN, LITHUANIAN, MACEDONIAN, MALTESE, PERSIAN, POLISH, PORTUGUESE, ROMANIAN, RUSSIAN, SERBIAN, SINHALA, SLOVENIAN, SPANISH, SWEDISH, TAMIL, TURKISH, UKRAINIAN AND VIETNAMESE**

**End-of-year examination: Written component – Units 3 and 4**

**Description**

Detailed specifications for the written component of the examination are provided in the relevant Revised VCE LOTE Study Design.

**Examination criteria: Written component**

The following criteria will be used to assess students' performance.

*Note: In all sections, responses in the wrong language will receive no credit.*

**Section 1: Listening and Responding**

**Part A**

**The capacity to understand and convey general and specific aspects of texts**

**Part B**

**The capacity to understand general and specific aspects of texts**

**The capacity to convey information accurately and appropriately**

- where relevant, structure and sequence of ideas
- accuracy, variety and appropriateness of vocabulary and grammar, including punctuation, and where relevant, script

**Section 2: Reading and Responding**

**Part A**

**The capacity to understand and convey general and specific aspects of texts**

**Part B**

**The capacity to understand general and specific aspects of texts**

**The capacity to convey information accurately and appropriately**

- where relevant, structure and sequence of ideas
- accuracy, variety and appropriateness of vocabulary and grammar, including punctuation, and where relevant, script

### **Section 3: Writing in [LOTE]**

#### **Relevance, breadth and depth of content**

- relevance of content in relation to task set
- comprehensiveness and sophistication of content

#### **Appropriateness of structure and sequence**

- introduction, body, conclusion as appropriate to text type
- organisation and sequencing of ideas within and between paragraphs, cohesiveness of writing within and between paragraphs

#### **Accuracy, range and appropriateness of vocabulary and grammar**

- accuracy of vocabulary and grammar
- variety of vocabulary and grammatical structures
- appropriateness of vocabulary and grammar for the text type, audience, purpose and context of the task

# CHINESE FIRST LANGUAGE, INDONESIAN FIRST LANGUAGE, JAPANESE FIRST LANGUAGE AND KOREAN FIRST LANGUAGE

## End-of-year examination: Oral component – Units 3 and 4

### Description

Detailed specifications for the oral component of the examination are provided in the relevant Revised VCE LOTE Study Design.

### Examination criteria: Oral component

The following criteria will be used to assess students' performance.

#### Section 1: Presentation

##### Capacity to present the information appropriately and effectively

- accuracy, variety and appropriateness of vocabulary and grammar
- clarity of expression (pronunciation, intonation, stress, tempo)
- capacity to engage with audience

##### Relevance, breadth and depth of information, opinions and ideas

- relevance of information/ideas
- range of information/ideas
- capacity to support/elaborate information with reasons/examples/evidence

#### Section 2: Discussion

##### Capacity to maintain and advance the exchange appropriately and effectively

- accuracy, variety and appropriateness of vocabulary and grammar
- clarity of expression (pronunciation, intonation, stress, tempo)
- capacity to link with assessors

##### Relevance, breadth and depth of information, opinions and ideas

- relevance of information/ideas
- range of information/ideas
- capacity to support/elaborate information with reasons/examples/evidence/new ideas

# CHINESE FIRST LANGUAGE, INDONESIAN FIRST LANGUAGE, JAPANESE FIRST LANGUAGE AND KOREAN FIRST LANGUAGE

## End-of-year examination: Written component – Units 3 and 4

### Description

Detailed specification for the written component of the examination are provided in the relevant Revised VCE LOTE Study Design.

### Examination criteria: Written component

The following criteria will be used to assess students' performance.

*Note: In all sections, responses in the wrong language will receive no credit.*

### Section 1: Listening and Responding

#### Part A

**The capacity to understand and convey general and specific aspects of texts**

#### Part B

**The capacity to understand general and specific aspects of texts**

**The capacity to convey information accurately and appropriately**

- structure and sequence of ideas
- accuracy, variety and appropriateness of vocabulary and grammar, including punctuation, and where relevant, script

### Section 2: Reading and Responding

**The capacity to identify and synthesise relevant information and ideas from texts**

**Appropriateness of structure and sequence**

- introduction, body, conclusion as appropriate to text type and kind of writing
- organisation and sequencing of ideas within and between paragraphs, cohesiveness of writing within and between paragraphs

**Accuracy, range and appropriateness of vocabulary and grammar, including punctuation, and where relevant, script**

- accuracy and range of vocabulary and grammatical structures
- appropriateness of vocabulary and grammar for the text type, audience, purpose and context of the task

### **Section 3: Writing in [LOTE]**

#### **Relevance, breadth and depth of content**

- relevance of content in relation to task set
- comprehensiveness and sophistication of content

#### **Appropriateness of structure and sequence**

- introduction, body, conclusion as appropriate to text type and kind of writing
- organisation and sequencing of ideas within and between paragraphs, cohesiveness of writing within and between paragraphs

#### **Accuracy of vocabulary and grammar, including punctuation, and where relevant, script**

#### **Range and appropriateness of vocabulary and grammar**

- variety of vocabulary and grammatical structures
- appropriateness of vocabulary and grammar for the kind of writing, text type, audience, purpose and context of the task