VCE Chinese Second Language and VCE Chinese Second Language Advanced

Written examination – Section 3

Assessment criteria and expected qualities for the mark range

Assessment criteria

Criterion 1 – Relevance, breadth and depth of content
• relevance of content in relation to task set
• comprehensiveness and sophistication of content

Criterion 2 – Appropriateness of structure and sequence
• introduction, body and conclusion as appropriate to the text type
• organisation and sequencing of ideas within and between paragraphs, cohesiveness of writing within and between paragraphs

Criterion 3 – 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

Expected qualities for the mark range

<table>
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<th>Marks</th>
<th>Characteristics</th>
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| 17–20 | • demonstrates an extensive range of highly relevant aspects and ideas  
       | • deals with the requirements of the task authentically and creatively  
       | • demonstrates highly effective structuring and sequencing of concise information and ideas across the text  
       | • consistently demonstrates the characteristics of the kind of writing in the required format  
       | • uses a range of sophisticated and precise vocabulary and complex and accurate grammar, possibly some idioms; minor errors only |
| 13–16 | • demonstrates a broad range of relevant aspects and ideas  
       | • deals with elements of the task commendably  
       | • demonstrates some effective structuring and sequencing of information and ideas across the text  
       | • demonstrates most of the characteristics of the kind of writing in the required format  
       | • uses a range of appropriate vocabulary, including some complex grammatical structures; slight errors interfere with the text |
| 9–12  | • demonstrates some relevant aspects and ideas in relation to the task  
       | • attempts to deal with elements of the task  
       | • inconsistent structuring and sequencing of information and ideas across the text  
       | • demonstrates some of the characteristics of the kind of writing, mostly in the required format  
       | • uses satisfactory vocabulary and grammatical structures, but with errors |
| 5–8   | • demonstrates some facts and ideas in relation to the task  
       | • struggles to deal with the task  
       | • intermittent structuring and sequencing of information and ideas  
       | • demonstrates insufficient characteristics of the kind of writing in the required format  
       | • uses limited vocabulary and grammatical structures, with frequent errors |
| 1–4   | • demonstrates a minimal number of facts in relation to the task  
       | • little structuring and sequencing of information and ideas  
       | • characteristics of the kind of writing and text type are barely perceptible  
       | • uses very limited vocabulary and grammatical structures, with continual errors |
| 0     | • no evidence of meeting the criteria |