VCE Second language examinations
2020–2023

Written examination – End of year

Assessment criteria for Section 3 and expected qualities for the mark range

Assessment criteria

Criterion 1 – Capacity to demonstrate relevance, breadth and depth of content

• relevance of content in relation to task set
• comprehensiveness and sophistication of content
• structuring and sequencing of ideas within and between paragraphs

Criterion 2 – Capacity to demonstrate accuracy, range and appropriateness of vocabulary and grammar

• accuracy and range of vocabulary and grammar
• appropriateness of vocabulary and grammar for the context, purpose, style of writing, audience and text type
• cohesiveness of writing within and between paragraphs

Assessors mark holistically, relating student performance to the published criteria and ranking students over the full range of marks available. Determination of the mark is assisted by the descriptors in 'Expected qualities for the mark range'. These descriptors have been written to reflect the level of achievement expected at a particular mark or mark range. Both the criteria and the descriptors are fully explored and directly related to the range of student responses during the assessor training process.
### Expected qualities for the mark range

<table>
<thead>
<tr>
<th>Mark(s)</th>
<th>Expected qualities</th>
</tr>
</thead>
</table>
| 19–20   | • demonstrates an original interpretation of the task, always adhering to the task itself  
         | • demonstrates sophisticated structuring and sequencing of information and ideas appropriate to the context, purpose and audience specified in the task  
         | • demonstrates authentic features of the required style of writing and text type  
         | • uses sophisticated and appropriate vocabulary and demonstrates outstanding control of grammatical structures and, where relevant, highly accurate script; minor slips |
| 16–18   | • conveys highly relevant and significant information, successfully integrating information and ideas in a sophisticated manner throughout the response  
         | • demonstrates highly effective structuring and sequencing of information and ideas appropriate to the context, purpose and audience specified in the task  
         | • demonstrates highly appropriate features of the required style of writing and text type  
         | • uses a broad range of sophisticated vocabulary and complex and accurate grammatical structures and, where relevant, accurate script; few errors |
| 13–15   | • conveys relevant and significant information, successfully integrating information and ideas throughout the response  
         | • demonstrates effective structuring and sequencing of information and ideas appropriate to the context, purpose and audience specified in the task  
         | • demonstrates most of the features of the required style of writing and text type  
         | • uses a range of appropriate vocabulary, including some complex grammatical structures and, where relevant, mostly accurate script; some errors |
| 10–12   | • provides relevant information and ideas throughout the response  
         | • demonstrates structuring and sequencing of information and ideas appropriate to the task  
         | • demonstrates the features of the required style of writing and text type  
         | • uses suitable vocabulary and grammatical structures and, where relevant, uses script appropriately  
         | • a number of errors with expression and language control |
| 7–9     | • provides some relevant information and ideas throughout the response  
         | • inconsistent structuring and sequencing of information and ideas across the response; audience and purpose not clearly reflected in the response  
         | • demonstrates some of the features of the required style of writing, mostly in the required text type  
         | • often uses vocabulary and grammatical structures inappropriately  
         | • frequent errors with expression and language control and, where relevant, script |
| 4–6     | • provides basic information and ideas relevant to the task  
         | • demonstrates little structuring and sequencing of information and ideas  
         | • demonstrates insufficient features of the required style of writing and text type  
         | • uses limited vocabulary and grammatical structures  
         | • substantial errors with expression and language control and, where relevant, script |
| 1–3     | • demonstrates very little awareness of the requirements of the task  
         | • uses minimal phrases or words |
| 0       | • no evidence of meeting the criteria |