VCE First Language: Performance descriptors

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| **VCE First Language****SCHOOL-ASSESSED COURSEWORK** |
| **Performance descriptors** |
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| **Unit 3****Outcome 2** **Analyse and use information from spoken and viewed texts.** | **DESCRIPTOR: typical performance in each range** |
| **Very low** | **Low** | **Medium** | **High** | **Very high** |
| Answers to questions or instructions show a very limited understanding of ideas and concepts in the texts.  | Answers to questions or instructions show some understanding of ideas and concepts in the texts.  | Answers to questions or instructions show a general understanding of ideas and concepts in the texts.  | Answers to questions or instructions show a clear understanding of ideas and concepts in the texts.  | Answers to questions or instructions show a comprehensive understanding of ideas and concepts in the texts.  |
| Responses show a very limited ability to distinguish different registers and stylistic features in the texts | Responses show some ability to distinguish different registers and stylistic features in the texts  | Responses show a general ability to distinguish different registers and stylistic features in the texts | Responses show a clear ability to distinguish different registers and stylistic features in the texts | Responses distinguish different registers and stylistic features in the texts in an effective way.  |
| Responses show a very limited recognition of speakers’ intentions, attitudes and perspectives. | Responses show some capacity to recognise speakers’ intentions, attitudes and perspectives. | Responses show a sound capacity to recognise speakers’ intentions, attitudes and perspectives. | Responses show an effective capacity to recognise speakers’ intentions, attitudes and perspectives. | Responses show a highly effective capacity to recognise speakers’ intentions, attitudes and perspectives. |
| Responses utilise a very narrow selection of material from the texts. Responses show a very limited ability to interpret and analyse. Ideas and information from the texts are not summarised or synthesised, and some responses may not be relevant. | Responses utilise a narrow selection of material from the texts, some of which is relevant. Responses show some ability to interpret and analyse. Ideas and information from the texts is summarised and synthesized to a superficial level.  | Responses select and extract the material from the texts to a satisfactory level. Responses show an ability to interpret and analyse. There is a summary and synthesis of relevant ideas and information from the texts. | Responses select and extract relevant material from the texts effectively. Responses show a broad interpretation and analysis. There is a logical and coherent summary and synthesis of relevant ideas and information from the texts. | Responses show a highly effective selection and utilisation of relevant material from the texts. Responses show an in-depth interpretation and analysis. There is a coherent and sophisticated summary and synthesis of relevant ideas and information from the texts.  |

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|  | Responses convey very limited meaning, and show very limited accuracy and appropriateness in the language. Many language inaccuracies impede meaning.  | Responses convey some meaning, and show limited accuracy and appropriateness in the language. Responses lack clarity and may impede meaning.  | Responses convey meaning to some effect, and show some accuracy and appropriateness in the language. Meaning is expressed with clarity, although there may be some inaccuracies.  | Responses convey meaning effectively and demonstrate accuracy and appropriateness in the language. Meaning is expressed with a high level of clarity, although there may be minor inaccuracies. | Responses convey meaning in a highly effective manner and demonstrate a very high level of accuracy and appropriateness in the language. Meaning is expressed with a very high level of clarity. |

KEY to marking scale based on the Outcome contributing 20 marks

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| Very Low 1–4 | Low 5–8 | Medium 9–12 | High 13–16 | Very High 17–20 |