VCE First Language: Performance descriptors

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| **VCE First Language**  **SCHOOL-ASSESSED COURSEWORK** | | | | | |
| **Performance descriptors** | | | | | |
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| **Unit 4**  **Outcome 1**  **Analyse and use information from written 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 key terms and ideas in the texts. | Answers to questions or instructions show some understanding of key terms and ideas in the texts. | Answers to questions or instructions show a general understanding of key terms and ideas in the texts. | Answers to questions or instructions show a clear understanding of key terms and ideas in the texts. | Answers to questions or instructions show a comprehensive understanding of key terms and ideas in the texts. |
| Responses show a very limited capacity to identify detailed linguistic information from written and viewed texts. | Responses show some capacity to identify detailed linguistic information from written and viewed texts. | Responses show a general capacity to identify detailed linguistic information from written and viewed texts. | Responses show a clear capacity to identify detailed linguistic information from written and viewed texts. | Responses show an effective capacity to identify detailed linguistic information from written and viewed texts. |
| Responses show limited ability to identify, analyse and use information in the texts. | Responses show some ability to identify, analyse and use information and to provide insights into key ideas in the texts. | Responses show a sound ability to identify, analyse and use information and to provide insights into key ideas in the texts. | Responses show an effective ability to identify, analyse and use information and to provide insights into key ideas in the texts. | Responses show a highly effective ability to identify analyse and use information and to provide in depth insights into key ideas in the texts. |
| Responses show a very limited ability to link, compare or sequence ideas and information from the texts. There is very limited summary and synthesis, and responses may not be relevant. | Responses show an ability to link, compare or sequence some ideas and information from the texts. There is some summary and synthesis of ideas and information. Some responses may not be relevant. | Responses link, compare and sequence some relevant ideas to provide a satisfactory summary and synthesis of ideas and information from the texts. | Responses link, compare and sequence a range of relevant ideas to summarise and synthesise ideas and information from the texts in a logical and coherent manner. | Responses link, compare and sequence a range of highly relevant ideas to summarise and synthesise ideas and information from the texts in a highly coherent and sophisticated manner. |
|  | Responses convey very limited meaning. Responses lack clarity and show very limited accuracy and appropriateness in the language. | Responses convey some meaning and show some accuracy and appropriateness in the language. | Responses convey a satisfactory level of meaning. Responses are generally clear and show a sound level of accuracy and appropriateness in the language. | Responses convey meaning effectively and show a high level of clarity, accuracy and appropriateness in the language. | Responses convey meaning in a highly effective manner and show a very high level of clarity, accuracy and appropriateness in the language. |

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 |