VCE First Language: Performance descriptors

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| **VCE First Language**  **SCHOOL-ASSESSED COURSEWORK** | | | | | |
| **Performance descriptors** | | | | | |
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| **Unit 4**  **Outcome 3**  **Exchange information, ideas and opinions in response to spoken, viewed and written texts which reflect aspects of language and culture through the extended study.** | **DESCRIPTOR: typical performance in each range** | | | | |
| **Very low** | **Low** | **Medium** | **High** | **Very high** |
| Responses show limited understanding or interpretation of information in written, spoken and viewed texts. | Responses show some interpretation of written, spoken and viewed texts studied. Conveys some relevant information, ideas and opinions about the selected subtopic and associated issues. | Responses show a sound interpretation of written, spoken and viewed texts studied. Conveys generally relevant information, ideas and opinions about the selected subtopic and associated issues. | Responses show a detailed interpretation of written, spoken and viewed texts studied. Conveys relevant information, ideas and opinions about the selected subtopic and associated issues. | Responses show a detailed and thorough capacity to interpret written, spoken and viewed texts studied. Conveys highly relevant information, ideas and opinions about the selected subtopic and associated issues. |
| Responses convey limited relevant information and ideas from texts. Responses may be disjointed. | Responses use some relevant information and ideas from spoken, viewed and written texts. Responses show some organization. | Responses select and use relevant information from spoken, viewed and written texts. Responses organise the information. | Responses demonstrate an appropriate selection and use of relevant evidence from spoken, viewed and written texts. Responses organise information to some effect. | Demonstrates highly appropriate selection and use of relevant evidence from spoken, viewed and written texts. Responses organise information to great effect. |
| Responses show limited ability to convey a stance or a reflection on an issue related to texts studied. Ideas and conclusions are given limited justification or supporting evidence | Responses show some ability to convey a stance or a reflection on an issue related to texts studied. Ideas and conclusions are given some justification or supporting evidence. | Responses convey a stance or a reflection on an issue related to texts studied. Provides justifications and conclusions and elaborates on the issue. | Responses convey an effective stance or a reflection on an issue related to texts studied. Provides appropriate justifications and conclusions and elaborates on the issue. | Responses convey a highly effective stance or a balanced reflection on an issue related to texts studied. Strongly justifies conclusions and elaborates on the issue in detail. |
| Uses a narrow range of vocabulary and language structures. | Uses a familiar range of vocabulary and language structures with some accuracy. | Uses a range of vocabulary and language structures including some specialist terminology to convey meaning. | Uses a broad range of vocabulary and language structures including specialist terminology to convey meaning. | Uses a very broad range of vocabulary and language structures effectively, including specialist terminology to convey meaning. |

KEY to marking scale based on the Outcome contributing 10 marks

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| Very Low 1–2 | Low 3–4 | Medium 5–6 | High 7–8 | Very High 9–10 |