VCE Japanese Second Language: Performance Descriptors

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| **VCE JAPANESE SECOND LANGUAGE**  **SCHOOL-ASSESSED COURSEWORK** | | | | | |
| **Performance Descriptors** | | | | | |
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| ***Unit 4***  ***Outcome 1***  Share information, ideas and opinions in a spoken exchange  in Japanese. | **DESCRIPTOR: typical performance in each range** | | | | |
| **Very low** | **Low** | **Medium** | **High** | **Very high** |
| Shares very limited information relating to a cultural product or practice and within a very limited cultural or social context. Very limited information that reflects very few aspects of culture or cultural perspectives. | Shares some information relating to a cultural product or practice and within a limited cultural or social context. Limited information that reflects few aspects of culture and cultural perspective. | Shares a satisfactory range of information relating to a cultural product or practice and within an appropriate cultural and social context. Includes some ideas that take into account cultural perspectives. | Shares detailed information relating to a cultural product or practice and within a detailed cultural and social context. Includes a range of terms, ideas and idioms that take into account cultural perspectives. | Shares very detailed information relating to a cultural product or practice and within a very detailed cultural and social context. Includes a broad range of terms, ideas and idioms that take into account cultural perspectives. |
| Responds to questions with a limited range of ideas. Shows a very limited ability to differentiate between factual information and personal perspectives. | Responds to questions with some relevant ideas that are linked. Shows a limited ability to differentiate between factual information and personal perspectives. | Responds to questions with a range of relevant ideas that are linked. Offers some justification of opinions, and shows some ability to distinguish between factual information and personal perspectives. | Responds to questions with a broad range of relevant ideas that are linked logically. Offers a detailed justification of opinions, and distinguishes factual information and personal perspectives. | Responds to questions with a very broad range of relevant ideas that are linked logically. Offers a comprehensive justification of opinions, and effectively distinguishes factual information and personal perspectives. |
| Uses a very limited vocabulary and a narrow range of grammar structures with a very limited level of accuracy. Pronunciation, intonation, stress and tempo interfere with ability to convey meaning. | Demonstrates a limited fluency in the language. Uses simple grammar and vocabulary with limited accuracy. Uses limited pronunciation, intonation, register, stress and/or tempo. | Demonstrates a satisfactory level of fluency, and uses a variety of vocabulary, grammar and expressions with some accuracy. Demonstrates some appropriate pronunciation, intonation, register, stress and/or tempo. | Demonstrates a high level of fluency, accurately using a range of vocabulary, grammar and expressions. Demonstrates appropriate pronunciation, intonation, register, stress and tempo. | Demonstrates a very high level of fluency, accurately using a very broad range of vocabulary, grammar and expressions. Demonstrates highly appropriate pronunciation, register, intonation, stress and tempo. |
| Demonstrates limited oral language to link with the interlocutor. Minimal response to non-verbal forms of communication or cues for turn-taking. Very limited use of communication and repair strategies as required. | Demonstrates some oral language to link with the interlocutor. Some response to non-verbal forms of communication or cues for turn-taking. Limited use of communication and repair strategies as required. | Demonstrates satisfactory oral language to link with the interlocutor. Responds to non-verbal forms of communication and cues for turn-taking. Uses some communication and repair strategies as required. | Demonstrates effective oral language to link with the interlocutor. Uses non-verbal forms of communication and cues for turn-taking. Uses communication and repair strategies as required. | Demonstrates highly effective oral language to link with the interlocutor. Uses non-verbal forms of communication and cues for turn-taking very effectively. Appropriate use of communication and repair strategies as required. |

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 |