VCE Chinese Second Language Advanced: Performance Descriptors

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| **VCE CHINESE SECOND LANGUAGE ADVANCED**  **SCHOOL-ASSESSED COURSEWORK** | | | | | |
| **Performance Descriptors** | | | | | |
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| ***Unit 3***  ***Outcome 1***  Participate in a spoken exchange in Chinese to resolve a personal issue. | **DESCRIPTOR: typical performance in each range** | | | | |
| **Very low** | **Low** | **Medium** | **High** | **Very high** |
| Exchanges a limited range of simple ideas and concepts. Provides very limited information that reflects very few aspects of culture or cultural perspectives. | Exchanges some relevant ideas and concepts. Provides limited information that reflects few aspects of culture. Displays a narrow cultural perspective. | Exchanges a range of relevant ideas and concepts. Provides some appropriate information for the audience, context and purpose of the task, including some ideas that take into account cultural perspectives. | Exchanges a broad range of relevant ideas and concepts. Provides appropriate information for the audience, context and purpose of the task, including terms, ideas and idioms that take into account cultural perspectives. | Exchanges a very broad range of relevant ideas and concepts. Provides highly appropriate information for the audience, context and purpose of the task, including terms, ideas and idioms that take into account cultural perspectives. |
| Expresses limited information and preferences about the issue. | Provides a narrow range of information and preferences to persuade the other person. Limited use of strategies in order to reach a resolution about the issue. | Links some logical ideas and provides a point of view or a preference to persuade the other person. Some use of negotiation strategies in order to reach a resolution about the issue. | Links relevant ideas logically, and provides a point of view or a preference to persuade the other person. Effective use of negotiation strategies in order to reach a resolution about the issue. | Links highly relevant ideas logically, and provides a point of view or a preference to persuade the other person. Highly effective use of negotiation strategies in order to reach a resolution about the issue. |
| Uses a very narrow range of simple vocabulary and grammar with a very limited level of accuracy. Pronunciation, intonation, stress and tempo interfere with ability to convey meaning. | Demonstrates some accuracy in a narrow range of grammar and vocabulary. Uses some appropriate pronunciation, intonation, register, stress and/or tempo. | Demonstrates a satisfactory level of fluency, accurately using a variety of vocabulary, grammar and expressions. Demonstrates some appropriate pronunciation, intonation, register, stress and/or tempo. | Demonstrates a high level of fluency, accurately using a wide variety of vocabulary, grammar and expressions. Demonstrates appropriate pronunciation, intonation, register, stress and tempo. | Demonstrates a very high level of fluency, accurately using a very wide variety of vocabulary, grammar and expressions. Demonstrates highly appropriate pronunciation, register, intonation, stress and tempo. |
| Makes few links with the other speaker. Very limited response to non-verbal forms of communication or cues for turn-taking. Demonstrates little capacity to participate in the exchange. | Makes some links with the other speaker. Limited response to non-verbal forms of communication or cues for turn-taking. Some capacity to identify errors and to self-correct as required. | Establishes and maintains links with the other speaker. Responds to non-verbal forms of communication and cues for turn-taking. Uses a limited range of communication and repair strategies as required. | Establishes and maintains links with the other speaker effectively. Uses non-verbal forms of communication and cues for turn-taking. Uses a range of communication and repair strategies as required. | Establishes and maintains links with the other speaker in a highly effective manner. Successfully uses non-verbal forms of communication and cues for turn-taking. Uses a broad range 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 |