

VCE First language examinations 2022–2026

Oral examination – End of year

Assessment criteria and expected qualities for the mark range

This information applies to the following examinations: Chinese First Language, Indonesian First Language, Japanese First Language, Korean First Language and Vietnamese First Language.

Assessors mark holistically, relating student performance to the published criteria and ranking students over the full range of marks available. Determination of the mark is assisted by the descriptors in 'Expected qualities for the mark range'. These descriptors have been written to reflect the level of achievement expected at a particular mark or mark range. Both the criteria and the descriptors are fully explored and directly related to the range of student responses during the assessor training process.

Section 1 – Presentation

Communication and language

Criterion 1

The capacity to present the information appropriately and effectively

- accuracy, variety and appropriateness of vocabulary and grammar
- clarity of expression, including pronunciation, intonation, stress and tempo
- effective communication

Criterion 2

Information, opinions and ideas are related to one of the subtopics drawn from one of the prescribed topics ('Literature and the arts', 'Stories from the past' and 'Youth issues')

- relevance, depth and range of information, ideas and opinions
- capacity to elaborate and reflect on information, opinions and ideas
- capacity to support a clear stance on the issue selected with reasons/examples/evidence from the texts studied

Criterion 1		Criterion 2	
Mark(s)	Expected qualities	Mark(s)	Expected qualities
9–10	<ul style="list-style-type: none"> • communicates information, ideas and opinions very effectively • is highly engaged with the assessors and effectively uses appropriate style and register • uses sophisticated vocabulary and grammatical structures accurately and appropriately • has excellent pronunciation, intonation, stress and tempo 	9–10	<ul style="list-style-type: none"> • presents an extensive range of highly relevant information, ideas and opinions related to the subtopic • effectively elaborates and reflects on information, ideas and opinions presented on the issue • presents a very clear stance on an issue related to the chosen subtopic • effectively uses evidence from the texts studied to support their stance
7–8	<ul style="list-style-type: none"> • communicates information, ideas and opinions effectively • engages well with the assessors and uses appropriate style and register • uses a wide variety of vocabulary and grammatical structures appropriately, with only minor errors • has good pronunciation, intonation, stress and tempo 	7–8	<ul style="list-style-type: none"> • presents a very good range of relevant information, ideas and opinions related to the subtopic • elaborates and reflects on information, ideas and opinions presented on the issue • presents a clear stance on an issue related to the chosen subtopic • makes good use of evidence from the texts studied to support their stance
5–6	<ul style="list-style-type: none"> • communicates information, ideas and opinions • maintains a satisfactory level of engagement with the assessors but sometimes uses inappropriate style and register • uses adequate vocabulary and grammar to express meaning, despite errors • has minor problems with pronunciation, intonation, stress and tempo 	5–6	<ul style="list-style-type: none"> • presents a range of information, ideas and opinions that are generally related to the subtopic • can elaborate and reflect on some information, ideas and opinions related to the issue • presents a stance on an issue related to the chosen subtopic • makes some use of evidence from the texts studied to support their stance

Criterion 1		Criterion 2	
Mark(s)	Expected qualities	Mark(s)	Expected qualities
3–4	<ul style="list-style-type: none"> demonstrates limited communication of information and ideas displays limited engagement with the assessors and has limited control of style and register uses a narrow range of grammatical structures and vocabulary with frequent errors has significant problems with pronunciation, stress, intonation and tempo 	3–4	<ul style="list-style-type: none"> provides some information and ideas, which may have limited relevance to the subtopic provides brief or limited information, ideas and opinions that may not relate to the issue presents an unclear stance on an issue related to the chosen subtopic makes little use of evidence from the texts studied to support their stance
1–2	<ul style="list-style-type: none"> demonstrates very limited communication of information and ideas does not engage with the assessors and does not demonstrate awareness of appropriate style and register uses an inadequate range of grammatical structures and vocabulary with frequent and intrusive errors lacks coherence 	1–2	<ul style="list-style-type: none"> provides an extremely limited amount of information, which may have no relevance to the subtopic does not elaborate on information, ideas and opinions presents no stance on an issue provides very limited reference to the texts studied
0	<ul style="list-style-type: none"> provides no evidence of meeting the criterion 	0	<ul style="list-style-type: none"> provides no evidence of meeting the criterion

Section 2 – Discussion

Communication and language

Criterion 3

The capacity to maintain and advance the exchange appropriately and effectively

- accuracy, variety and appropriateness of vocabulary and grammar
- clarity of expression (pronunciation, intonation, stress and tempo)
- capacity to engage with assessors

Criterion 4

Relevance, breadth and depth of information, ideas and opinions

- relevance of information, opinions and ideas
- range of information, opinions and ideas
- capacity to elaborate on information with reasons/examples/evidence/new ideas from the texts studied to support their discussion

Criterion 3		Criterion 4	
Mark(s)	Expected qualities	Mark(s)	Expected qualities
9–10	<ul style="list-style-type: none"> • communicates information, ideas and opinions very effectively • is highly engaged with the assessors and effectively uses appropriate style and register • uses sophisticated vocabulary and grammatical structures accurately and appropriately • has excellent pronunciation, intonation, stress and tempo 	9–10	<ul style="list-style-type: none"> • provides an extensive range of highly relevant and original information, ideas and opinions on the issue selected • clarifies, elaborates on or defends ideas and opinions related to the issue selected very effectively • effectively responds to general questions on the broad subtopic beyond the issue selected, including unfamiliar issues related to the subtopic • makes excellent use of evidence from the text studied to support their discussion

Criterion 3		Criterion 4	
Mark(s)	Expected qualities	Mark(s)	Expected qualities
7–8	<ul style="list-style-type: none"> communicates information, ideas and opinions effectively engages well with the assessors and uses appropriate style and register uses a wide variety of vocabulary and grammatical structures appropriately, with only minor errors has good pronunciation, intonation, stress and tempo 	7–8	<ul style="list-style-type: none"> presents a very good range of relevant information, ideas and opinions related to the subtopic clarifies, elaborates on and defends ideas and opinions related to the issue selected responds to general questions on the broad subtopic beyond the issue selected, including unfamiliar issues related to the subtopic makes good use of evidence from the texts studied to support their stance
5–6	<ul style="list-style-type: none"> communicates information, ideas and opinions appropriately maintains a satisfactory level of engagement with the assessors but sometimes uses inappropriate style and register uses adequate vocabulary and grammar to express meaning, despite errors has minor problems with pronunciation, intonation, stress and tempo 	5–6	<ul style="list-style-type: none"> provides information, ideas and opinions that are generally relevant to the issue selected clarifies, elaborates on and defends some ideas and opinions related to the issue selected demonstrates some ability to respond to general questions on the broad subtopic beyond the issue selected, including unfamiliar issues related to the subtopic uses some evidence from the texts studied to support their discussion
3–4	<ul style="list-style-type: none"> demonstrates limited communication of information and ideas displays limited engagement with the assessors and has limited control of style and register uses a narrow range of grammatical structures and vocabulary with frequent errors has significant problems with pronunciation, stress, intonation and tempo 	3–4	<ul style="list-style-type: none"> provides a limited range of information, which is not always relevant demonstrates limited ability to clarify, elaborate on or defend ideas and opinions related to the issue selected demonstrates limited ability to respond to general questions on the broad subtopic beyond the issue selected, including unfamiliar issues related to the subtopic uses little evidence from the texts studied to support their discussion

Criterion 3		Criterion 4	
Mark(s)	Expected qualities	Mark(s)	Expected qualities
1–2	<ul style="list-style-type: none"> demonstrates very limited communication of information and ideas does not engage with the assessors and does not demonstrate awareness of appropriate style and register uses an inadequate range of grammatical structures and vocabulary with frequent and intrusive errors lacks coherence 	1–2	<ul style="list-style-type: none"> provides an extremely limited amount of information, which may be irrelevant does not elaborate on information, ideas and opinions does not respond appropriately to general questions on the broad subtopic beyond the issue selected, including unfamiliar issues related to the subtopic uses very little or no evidence from the texts studied to support their discussion
0	<ul style="list-style-type: none"> provides no evidence of meeting the criterion 	0	<ul style="list-style-type: none"> provides no evidence of meeting the criterion