

# VCE First language examinations 2022–2026

## Written 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. Holistic marking will apply to responses to both Section 2 and Section 3.

## Section 2

### Assessment criteria

- the capacity to identify, integrate and synthesise relevant information and ideas from the texts
- appropriateness of structure and sequence
- accuracy, range and appropriateness of vocabulary and grammar (including punctuation and, where relevant, script)

### Expected qualities for the mark range

Mark(s)	Expected qualities
17–20	<ul style="list-style-type: none"> <li>• identifies the main relevant points of the stimulus texts</li> <li>• integrates and synthesises all relevant information and ideas from the stimulus texts to successfully create an original text</li> <li>• demonstrates highly effective structuring and sequencing of information and ideas across the response text</li> <li>• meets all the requirements of the task effectively, including the specified audience, purpose, writing style and text type</li> <li>• uses a broad range of highly appropriate vocabulary and, where relevant, accurate script; maintains a high degree of grammatical accuracy; minimal reliance on the language in the stimulus texts</li> </ul>

13–16	<ul style="list-style-type: none"> <li>• identifies most of the main relevant points of the stimulus texts</li> <li>• integrates and synthesises most of the relevant information and ideas from the stimulus texts to create an original text</li> <li>• demonstrates effective structuring and sequencing of information and ideas across the response text</li> <li>• meets most of the requirements of the task effectively, including the specified audience, purpose, writing style and text type</li> <li>• uses a good range of appropriate vocabulary and, where relevant, mostly accurate script; maintains grammatical accuracy; some reliance on the language in the stimulus texts</li> </ul>
9–12	<ul style="list-style-type: none"> <li>• identifies some of the main relevant points of the stimulus texts</li> <li>• integrates and synthesises some relevant information and ideas from the stimulus texts to create a new text</li> <li>• demonstrates some structuring and sequencing of information and ideas across the response text</li> <li>• meets most of the requirements of the task satisfactorily, including the specified audience, purpose, writing style and text type</li> <li>• uses appropriate vocabulary and, where relevant, script with some accuracy; maintains some grammatical accuracy; frequent reliance on the language in the stimulus texts</li> </ul>
5–8	<ul style="list-style-type: none"> <li>• demonstrates a limited understanding of the stimulus texts</li> <li>• demonstrates little integration and synthesis of relevant information and ideas from the stimulus texts</li> <li>• demonstrates limited structuring and sequencing of information and ideas across the response text</li> <li>• meets only some of the requirements of the task; the specified audience, purpose, writing style or text type may not be addressed adequately</li> <li>• uses limited appropriate vocabulary and, where relevant, inaccurate script; has limited control of grammatical accuracy; relies heavily on the language in the stimulus texts</li> </ul>
1–4	<ul style="list-style-type: none"> <li>• demonstrates a very limited understanding of the stimulus texts</li> <li>• demonstrates very little awareness of the requirements of the task</li> <li>• demonstrates poor control of vocabulary and grammar</li> </ul>
0	<ul style="list-style-type: none"> <li>• no evidence of meeting the assessment criteria</li> </ul>

## Section 3

### Assessment criteria

- relevance, breadth and depth of content
- appropriateness of structure and sequence
- accuracy of vocabulary and grammar (including punctuation and, where relevant, script)
- range and appropriateness of vocabulary and grammar

### Expected qualities for the mark range

Mark(s)	Expected qualities
21–25	<ul style="list-style-type: none"> <li>• conveys highly relevant and significant information, successfully integrating ideas in a sophisticated way throughout the text</li> <li>• demonstrates highly effective structuring and sequencing of information and ideas throughout the text</li> <li>• meets all the requirements of the task effectively, including the specified audience, purpose, writing style and text type</li> <li>• uses an extensive range of highly appropriate vocabulary and, where relevant, accurate script; maintains a high degree of grammatical accuracy</li> </ul>
16–20	<ul style="list-style-type: none"> <li>• conveys relevant and significant information, successfully integrating ideas throughout the text</li> <li>• demonstrates effective structuring and sequencing of information and ideas throughout the text</li> <li>• meets most of the requirements of the task effectively, including the specified audience, purpose, writing style and text type</li> <li>• uses a good range of vocabulary appropriately and, where relevant, mostly accurate script; maintains grammatical accuracy</li> </ul>
11–15	<ul style="list-style-type: none"> <li>• conveys some relevant information and ideas throughout the text</li> <li>• demonstrates some structuring and sequencing of information and ideas throughout the text</li> <li>• meets most of the requirements of the task satisfactorily, including the specified audience, purpose, writing style and text type</li> <li>• uses appropriate vocabulary and, where relevant, script with some accuracy; maintains some degree of grammatical accuracy</li> </ul>

6–10	<ul style="list-style-type: none"> <li>• conveys basic information and ideas, some of which are irrelevant to the task</li> <li>• demonstrates limited structuring and sequencing of information and ideas throughout the text</li> <li>• meets only some of the requirements of the task; the specified audience, purpose, writing style or text type may not be addressed adequately</li> <li>• uses limited vocabulary and, where relevant, inaccurate script; limited control of grammatical accuracy</li> </ul>
1–5	<ul style="list-style-type: none"> <li>• conveys minimal information and ideas relevant to the task</li> <li>• demonstrates very little awareness of the requirements of the task</li> <li>• demonstrates poor control of vocabulary and grammar</li> </ul>
0	<ul style="list-style-type: none"> <li>• no evidence of meeting the criteria</li> </ul>