

# VCE Chinese Language, Culture and Society 2023–2027

## Oral examination – End of year

### Assessment criteria and expected qualities for the mark range

This information applies to the following examination: VCE Chinese Language, Culture and Society.

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 thoroughly explored and directly related to the range of student responses during the assessor training process.

## Section 1 – General Conversation in Chinese

Assessment Criteria	Mark ranges					
Content	0–1	2–3	4–5	6–7	8–9	10
<p>1. Information and ideas about the student's personal world</p> <ul style="list-style-type: none"> <li>relevance and range of information and ideas</li> <li>capacity to elaborate on information and ideas</li> </ul>	<ul style="list-style-type: none"> <li>Provides hardly any or no evidence of meeting the criterion</li> </ul>	<ul style="list-style-type: none"> <li>Provides a limited amount of information, and ideas that are not always relevant</li> <li>Has difficulty clarifying ideas</li> </ul>	<ul style="list-style-type: none"> <li>Provides a satisfactory amount of information, and ideas that are somewhat relevant</li> <li>Clarifies some ideas</li> </ul>	<ul style="list-style-type: none"> <li>Provides a range of information and ideas that are mostly relevant</li> <li>Clarifies or elaborates on information and ideas some of the time</li> </ul>	<ul style="list-style-type: none"> <li>Provides a good range of information and ideas that are generally relevant</li> <li>Clarifies or elaborates on information and ideas most of the time</li> </ul>	<ul style="list-style-type: none"> <li>Provides a broad range of highly relevant information and ideas</li> <li>Clarifies or elaborates logically on information and ideas effectively</li> </ul>
<p>2. Capacity to maintain and advance the exchange appropriately and effectively</p> <ul style="list-style-type: none"> <li>capacity to interact with assessors</li> <li>effective communication and repair strategies</li> <li>degree of support needed</li> </ul>	<ul style="list-style-type: none"> <li>Provides hardly any or no evidence of meeting the criterion</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates minimal understanding and ability to advance the conversation; is slow to respond, with frequent hesitation and false starts</li> <li>Needs frequent support</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a satisfactory level of understanding; communicates satisfactorily, with hesitation and pauses</li> <li>Uses limited repair strategies</li> <li>Often needs support</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a good level of understanding; communicates well, with occasional hesitation and pauses</li> <li>Uses good repair strategies</li> <li>Needs some support</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a high level of understanding; communicating effectively, advancing the conversation competently with minimal hesitation and pauses</li> <li>Uses very good repair strategies if required</li> <li>Needs minimal support</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a very high level of understanding by responding readily and communicating confidently, advancing the conversation fluently with spontaneity</li> <li>Uses highly effective repair strategies, if required</li> <li>Needs minimal or no support</li> </ul>

Communication and language	0–1	2–3	4–5	6–7	8–9	10
3. Accuracy of vocabulary and grammar structures	<ul style="list-style-type: none"> <li>Provides hardly any or no evidence of meeting the criterion</li> </ul>	<ul style="list-style-type: none"> <li>Uses vocabulary and grammatical structures with limited accuracy and makes frequent and intrusive errors</li> </ul>	<ul style="list-style-type: none"> <li>Uses vocabulary and grammatical structures adequately; can express meaning despite errors</li> </ul>	<ul style="list-style-type: none"> <li>Uses vocabulary and grammatical structures competently to express meaning despite minor errors</li> </ul>	<ul style="list-style-type: none"> <li>Uses vocabulary and grammatical structures accurately with few errors</li> </ul>	<ul style="list-style-type: none"> <li>Uses vocabulary and grammatical structures accurately with minimal or no errors</li> </ul>
4. Range and appropriateness of vocabulary and grammar <ul style="list-style-type: none"> <li>range of vocabulary, grammar, and expressions</li> <li>appropriateness of vocabulary and grammar to the context, audience, and purpose of the task</li> <li>appropriateness of style and register</li> </ul>	<ul style="list-style-type: none"> <li>Provides hardly any or no evidence of meeting the criterion</li> </ul>	<ul style="list-style-type: none"> <li>Uses a very limited range of vocabulary and grammar</li> <li>Demonstrates very little awareness of style or register</li> </ul>	<ul style="list-style-type: none"> <li>Uses a narrow range of vocabulary and simple grammar</li> <li>Generally uses inappropriate style and register for the audience and the context</li> </ul>	<ul style="list-style-type: none"> <li>Competently uses a range of vocabulary, grammar, and expressions</li> <li>Use of language demonstrates an awareness of style and register for the audience and the context</li> </ul>	<ul style="list-style-type: none"> <li>Capably uses a good range of appropriate vocabulary, grammar, and expressions</li> <li>Use of language demonstrates a consistent awareness of appropriate style and register for the audience and the context</li> </ul>	<ul style="list-style-type: none"> <li>Skilfully uses a broad range of appropriate vocabulary, grammar, and expressions</li> <li>Use of language demonstrates highly appropriate style and register for the audience and the context</li> </ul>
5. Clarity of expression <ul style="list-style-type: none"> <li>pronunciation, intonation, stress, tone, and tempo</li> </ul>	<ul style="list-style-type: none"> <li>Provides hardly any or no evidence of meeting the criterion</li> </ul>	<ul style="list-style-type: none"> <li>Poor pronunciation, intonation, stress, tone and tempo, with significant problems</li> </ul>	<ul style="list-style-type: none"> <li>Satisfactory pronunciation, intonation, stress, tone, and tempo, with some problems</li> </ul>	<ul style="list-style-type: none"> <li>Good pronunciation, intonation, stress, tone, and tempo, with minor problems</li> </ul>	<ul style="list-style-type: none"> <li>Very good pronunciation, intonation, stress, tone, and tempo</li> </ul>	<ul style="list-style-type: none"> <li>Excellent pronunciation, intonation, stress, tone, and tempo</li> </ul>

## Section 2 – Presentation of a subtopic and supporting visual material in Chinese

Assessment Criteria	Mark range					
Content	0–1	2–3	4–5	6–7	8–9	10
<p>1. Information and ideas related to the chosen subtopic and supporting visual material drawn from one of the prescribed topics of the 'Chinese Language' strand</p> <ul style="list-style-type: none"> <li>relevance and range of information and ideas</li> <li>capacity to elaborate and clarify ideas</li> <li>capacity to use the image as part of the discussion</li> </ul>	<ul style="list-style-type: none"> <li>Provides hardly any or no evidence of meeting the criterion</li> </ul>	<ul style="list-style-type: none"> <li>Provides a limited amount of information and ideas that are not always relevant</li> <li>Has difficulty clarifying or elaborating on ideas</li> <li>Provides a very weak connection between image and subtopic</li> </ul>	<ul style="list-style-type: none"> <li>Provides a satisfactory amount of information and ideas that are somewhat relevant to the subtopic</li> <li>Clarifies some ideas</li> <li>Uses the image to support some description and discussion on the subtopic</li> </ul>	<ul style="list-style-type: none"> <li>Provides a range of information and ideas that are mostly relevant to the subtopic</li> <li>Clarifies or elaborates on information and ideas some of the time</li> <li>Uses the image appropriately to support a sound description and discussion on the subtopic</li> </ul>	<ul style="list-style-type: none"> <li>Provides a good range of information and ideas that are generally relevant to the subtopic</li> <li>Clarifies or elaborates on information and ideas most of the time</li> <li>Uses the image effectively to support a detailed description and discussion on the subtopic</li> </ul>	<ul style="list-style-type: none"> <li>Provides a broad range of highly relevant information and ideas</li> <li>Clarifies or elaborates logically on information and ideas effectively</li> <li>Uses the image skilfully to support an extensive description and discussion on the subtopic</li> </ul>

Communication and language	0–1	2–3	4–5	6–7	8–9	10
<p>2. Capacity to maintain and advance the exchange appropriately and effectively</p> <ul style="list-style-type: none"> <li>capacity to interact with assessors</li> <li>effective communication and repair strategies</li> <li>degree of support needed</li> </ul>	<ul style="list-style-type: none"> <li>Provides hardly any or no evidence of meeting the criterion</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates minimal understanding and ability to advance the conversation, is slow to respond, with intrusive hesitation and false starts</li> <li>Needs frequent support</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a satisfactory level of understanding; communicates satisfactorily, with hesitation and pauses</li> <li>Uses limited repair strategies</li> <li>Often needs support</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a good level of understanding; communicates well, with occasional hesitation and pauses</li> <li>Uses good repair strategies</li> <li>Needs some support</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a high level of understanding; communicating effectively, advancing the conversation competently with minimal hesitation and pauses</li> <li>Uses very good repair strategies if required</li> <li>Needs minimal support</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a very high level of understanding by responding readily and communicating confidently, advancing the conversation fluently with spontaneity</li> <li>Uses highly effective repair strategies, if required</li> <li>Needs minimal or no support</li> </ul>
<p>3. Accuracy of vocabulary and grammar structure</p>	<ul style="list-style-type: none"> <li>Provides hardly any or no evidence of meeting the criterion</li> </ul>	<ul style="list-style-type: none"> <li>Uses vocabulary and grammatical structures with limited accuracy and makes frequent and intrusive errors</li> </ul>	<ul style="list-style-type: none"> <li>Uses vocabulary and grammatical structures accurately; can express meaning despite errors</li> </ul>	<ul style="list-style-type: none"> <li>Uses vocabulary and grammatical structures competently to express meaning despite minor errors</li> </ul>	<ul style="list-style-type: none"> <li>Uses vocabulary and grammatical structures accurately with few errors</li> </ul>	<ul style="list-style-type: none"> <li>Uses vocabulary and grammatical structures accurately with minimal or no errors</li> </ul>

Communication and language	0–1	2–3	4–5	6–7	8–9	10
<p>4. Range and appropriateness of vocabulary and grammar</p> <ul style="list-style-type: none"> <li>• range of vocabulary, grammar, and expressions</li> <li>• appropriateness of vocabulary and grammar to the context, audience, and purpose of the task</li> <li>• appropriateness of style and register</li> </ul>	<ul style="list-style-type: none"> <li>• Provides hardly any or no evidence of meeting the criterion</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a very limited range of vocabulary and grammar</li> <li>• Demonstrates very little awareness of style or register</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a narrow range of vocabulary and simple grammar</li> <li>• Generally uses appropriate style and register for the audience and the context</li> </ul>	<ul style="list-style-type: none"> <li>• Competently uses a range of vocabulary, grammar, and expressions</li> <li>• Use of language demonstrates an awareness of style and register for the audience and the context</li> </ul>	<ul style="list-style-type: none"> <li>• Capably uses a good range of appropriate vocabulary, grammar, and expressions</li> <li>• Use of language demonstrates a consistent awareness of appropriate style and register for the audience and the context</li> </ul>	<ul style="list-style-type: none"> <li>• Skilfully uses a broad range of appropriate vocabulary, grammar, and expressions</li> <li>• Use of language demonstrates highly appropriate style and register for the audience and the context</li> </ul>
<p>5. Clarity of expression</p> <ul style="list-style-type: none"> <li>• punctuation, intonation, stress, tone, and tempo</li> </ul>	<ul style="list-style-type: none"> <li>• Provides hardly any or no evidence of meeting the criterion</li> </ul>	<ul style="list-style-type: none"> <li>• Poor pronunciation, intonation, stress, tone, and tempo with significant problems</li> </ul>	<ul style="list-style-type: none"> <li>• Satisfactory pronunciation, intonation, stress, tone, and tempo with some problems</li> </ul>	<ul style="list-style-type: none"> <li>• Good pronunciation, intonation, stress, tone, and tempo, with minor problems</li> </ul>	<ul style="list-style-type: none"> <li>• Very good pronunciation, intonation, stress, tone, and tempo</li> </ul>	<ul style="list-style-type: none"> <li>• Excellent pronunciation, intonation, stress, tone, and tempo</li> </ul>