

# VCE Second Languages

## Written examination – Section 3

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

#### Assessment criteria

##### Criterion 1 – Relevance, breadth and depth of content

- relevance of content in relation to task set
- comprehensiveness and sophistication of content

##### Criterion 2 – Appropriateness of structure and sequence

- introduction, body and conclusion as appropriate to text type
- organisation and sequencing of ideas within and between paragraphs, cohesiveness of writing within and between paragraphs

##### Criterion 3 – Accuracy, range and appropriateness of vocabulary and grammar

- accuracy of vocabulary and grammar
- variety of vocabulary and grammatical structures
- appropriateness of vocabulary and grammar for the text type, audience, purpose and context of the task

#### Expected qualities for the mark range

Marks	Characteristics
13–15	<ul style="list-style-type: none"> <li>• demonstrates 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 appropriate to the audience and purpose specified in the task</li> <li>• demonstrates the characteristics of the kind of writing in the required format</li> <li>• uses a broad range of sophisticated vocabulary and complex and accurate grammatical structures and, where relevant, script</li> </ul>
10–12	<ul style="list-style-type: none"> <li>• demonstrates relevant and significant information, successfully integrating ideas throughout the text</li> <li>• demonstrates effective structuring and sequencing of information and ideas appropriate to the audience and purpose specified in the task</li> <li>• demonstrates most of the characteristics of the kind of writing in the required format</li> <li>• uses a range of appropriate vocabulary, including some complex grammatical structures and, where relevant, script</li> </ul>
7–9	<ul style="list-style-type: none"> <li>• demonstrates some relevant information and ideas throughout the text</li> <li>• inconsistent structuring and sequencing of information and ideas across the text; audience and purpose not clearly defined in the task</li> <li>• demonstrates some of the characteristics of the kind of writing, mostly in the required format</li> <li>• uses suitable vocabulary and grammatical structures and, where relevant, script</li> <li>• some errors with expression and language control</li> </ul>
4–6	<ul style="list-style-type: none"> <li>• demonstrates basic information and ideas relevant to the task</li> <li>• demonstrates little organisation of structuring and sequencing of information and ideas</li> <li>• demonstrates insufficient characteristics of the kind of writing in the required format</li> <li>• uses limited vocabulary and grammatical structures and, where relevant, script</li> <li>• frequent errors with expression and language control</li> </ul>
1–3	<ul style="list-style-type: none"> <li>• demonstrates minimal information and ideas relevant to the task</li> <li>• demonstrates very little awareness of the requirements of the task</li> </ul>
0	<ul style="list-style-type: none"> <li>• no evidence of meeting the criteria</li> </ul>