VCE First Language: Performance descriptors

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **VCE First Language**  **SCHOOL-ASSESSED COURSEWORK** | | | | | |
| **Performance descriptors** | | | | | |
|  | | | | | |
| **Unit 3**  **Outcome 1**  **Present and exchange information, opinions and experiences and respond to questions.** | **DESCRIPTOR: typical performance in each range** | | | | |
| **Very low** | **Low** | **Medium** | **High** | **Very high** |
| Very limited ability to convey ideas and concepts related to the subtopic. Utilises very little relevant information from the texts. The presentation has few structured or clear ideas. | Conveys ideas and concepts, with some relevance to the subtopic. Utilises basic information from texts for the presentation. Some ideas are organised or sequenced logically or clearly. | Conveys ideas, concepts and opinions that are related to the subtopic. Utilises information from texts and organises ideas to develop the presentation. | Conveys well-developed ideas, concepts and opinions related to the subtopic. Utilises relevant information from a variety of texts and organises and sequences ideas effectively to support the development of the presentation. | Conveys highly developed ideas, concepts and opinions related to the subtopic. Utilises highly relevant information from a wide variety of texts and organises and sequences ideas effectively to support the development of the presentation. |
| Uses very few features of evaluative arguments. Presents very limited points for and against aspects of the subtopic. Very limited evidence of an argument and propositions. Provides little information about attitudes and others’ points of view. | Uses some features of evaluative arguments. Presents limited points for and against aspects of the subtopic. Limited ability to develop an argument and support propositions. Provides limited information about attitudes and ideas. | Uses stylistic features of evaluative arguments to a satisfactory level. Presents points for and against aspects of the subtopic. Develops arguments and gives some justification for propositions. Provides some information about attitudes and ideas. Satisfactorily acknowledges the points of view of others. | Uses stylistic features of evaluative arguments effectively. Presents relevant points for and against aspects of the subtopic. Develops logical arguments and justifies propositions. Provides information about attitudes, values and ideas and acknowledges the points of view of others. | Uses stylistic features of evaluative arguments to great effect. Presents relevant points for and against aspects of the subtopic. Develops logical arguments and strongly justified propositions. Elaborates upon attitudes, values and ideas in great detail and acknowledges the points of view of others. |
| Responses to questions show very limited appropriateness. Answers include very limited information, some of which may not be relevant. | Responses to questions show some appropriateness. Some answers may be repetitious or vague and provide limited relevant information. | Responses to questions are appropriate and provide satisfactory information. | Responses to questions are appropriate, clear and concise. Answers provide relevant and thorough information. | Responses to questions are highly appropriate, very clear and concise. Answers provide highly relevant and very detailed information. |
| Uses a very narrow range of complex language structures. Capacity to produce effective spoken language is impeded by many inaccuracies in pronunciation, intonation, stress and tempo. | Uses a narrow range of complex language structures with some accuracy. Some capacity to produce spoken language, using appropriate pronunciation. Limited use of stylistic techniques. | Uses moderately complex language structures to a satisfactory level. Sound capacity to produce spoken language, using appropriate pronunciation. Uses stylistic techniques to some effect. | Uses a range of complex language structures accurately. Effective capacity to produce clear spoken language, using accurate pronunciation. A range of stylistic techniques are used to engage with the audience. | Uses a broad range of complex language structures accurately to effectively convey meaning. Highly effective capacity to produce clear spoken language, using accurate pronunciation. A broad range of stylistic techniques are used effectively to engage with the audience. |

KEY to marking scale based on the Outcome contributing 10 marks

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Very Low 1–2 | Low 3–4 | Medium 5–6 | High 7–8 | Very High 9–10 |