VCE First Language: Performance descriptors

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| **VCE First Language**  **SCHOOL-ASSESSED COURSEWORK** | | | | | |
| **Performance descriptors** | | | | | |
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| **Unit 4**  **Outcome 2**  **Respond critically to spoken, viewed and written texts which reflect aspects of language and culture through the extended study.** | **DESCRIPTOR: typical performance in each range** | | | | |
| **Very low** | **Low** | **Medium** | **High** | **Very high** |
| The response demonstrates limited understanding or interpretation of information in written, spoken and viewed texts. | The response demonstrates some understanding of texts studied. Demonstrates selection and use of some relevant information from spoken, viewed and written texts. Shows some acknowledgement of the writer or the presenter’s intention. | The response demonstrates a sound understanding of texts studied. Demonstrates selection and use of relevant information from spoken, viewed and written texts. Shows some interpretation of a writer’s or presenter’s intention and attitude in the texts. | The response demonstrates a detailed understanding of texts studied. Demonstrates appropriate selection and use of relevant evidence in spoken, viewed and written texts. Shows an effective interpretation of a writer’s or presenter’s intention and attitude in the texts. | The response demonstrates a comprehensive understanding of texts studied. Demonstrates highly appropriate selection and use of relevant evidence in spoken, viewed and written texts. Shows an in-depth interpretation of a writer’s or presenter’s intention and attitude in the texts. |
| Limited reference to relevant information and ideas from the texts. Limited ability to analyse, compare ideas or to convey relevant meaning. | Some critical analysis of texts studied. The response shows some ability to analyse and to compare some ideas and beliefs expressed in the texts. | Sound critical analysis of texts studied. The response analyses and compares ideas and beliefs expressed in the texts. | Comprehensive critical analysis of texts studied. The response shows an effective analysis of similarities and differences in values, attitudes and beliefs expressed in the texts. | Highly comprehensive critical analysis of texts studied. The response shows a highly effective analysis of similarities and differences in values, attitudes and beliefs expressed in the texts. |
| Limited ***Evaluative writing*** techniques are evident.  Or  Limited ***Persuasive writing*** strategies are evident. | Uses basic ***Evaluative writing*** techniques to some effect, including identifying some different positions on an aspect of the subtopic and identifying some relevant information to compare and draw conclusions.  Or  Uses basic ***Persuasive writing*** strategies to some effect, including presenting a particular stance on an aspect of the subtopic and identifying relevant information to support it. | Uses sound ***Evaluative writing*** techniques, including identifying different positions on an aspect of the subtopic and identifying relevant information to compare and draw conclusions.  Or  Uses sound ***Persuasive writing*** strategies, including presenting a particular stance on an aspect of the subtopic and identifying relevant and compelling information to support it. | Effective use of ***Evaluative writing*** techniques, including identifying different positions on an aspect of the subtopic and identifying relevant information to compare and draw conclusions.  Or  Effective use of ***Persuasive writing*** strategies, including presenting a particular stance on an aspect of the subtopic and identifying relevant and compelling information to support it. | Highly effective use of ***Evaluative writing*** techniques, including identifying different positions on an aspect of the subtopic and identifying relevant information to compare and draw conclusions.  Or  Highly effective use of ***Persuasive writing*** strategies, including presenting a particular stance on an aspect of the subtopic and identifying relevant and compelling information to support it. |
| The response utilises a limited range of simple vocabulary. Spelling, punctuation and where relevant, script is used with limited accuracy. It demonstrates limited awareness of the conventions and characteristics of the text type. | The response utilises a range of familiar vocabulary. Spelling, punctuation and where relevant, script is used with some accuracy. It demonstrates some of the conventions and characteristics of the text type. | The response utilises a sound range of vocabulary, and uses satisfactory spelling, punctuation and where relevant, script. It demonstrates the conventions and characteristics of the text type. | The response utilises a broad range of vocabulary, and uses accurate spelling, punctuation and where relevant, script. It effectively demonstrates the conventions and characteristics of the text type. | The response utilises an extensive and varied range of vocabulary, and uses highly accurate spelling, punctuation and where relevant, script. It demonstrates conventions and characteristics of the text type in a highly effective manner. |

KEY to marking scale based on the Outcome contributing 20 marks

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| Very Low 1–4 | Low 5–8 | Medium 9–12 | High 13–16 | Very High 17–20 |