VCE Chinese Language, Culture and Society: Performance descriptors

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| **Unit 3**  **Outcome 1**  ***Discuss, in English, the influence of one or more of the three major Chinese philosophies on an aspect of the Chinese-speaking world, making reference to text(s) studied.*** | **DESCRIPTOR: typical performance in each range** | | | | |
| **Very Low** | **Low** | **Medium** | **High** | **Very high** |
| Very limited reference to or description of the key concepts of Chinese philosophies. | Some interpretation of the key concepts of Chinese philosophies. Some reference to their role in shaping Chinese traditions and culture. | Sound interpretation and analysis of the key concepts of Chinese philosophies. Sound explanation of their role in shaping Chinese traditional values, cultural identity and cultural practices. | Detailed interpretation and thoughtful analysis of the key concepts and values of Chinese philosophies. Detailed explanation of their role in shaping Chinese traditional values, cultural identity and cultural practices. | Comprehensive interpretation and thorough analysis of the key concepts and values of Chinese philosophies. Comprehensive explanation of their role in shaping Chinese traditional values, cultural identity and cultural practices. |
| Very limited understanding of the illustrative examples presented in the text(s). Very limited and or relevant reference to information to engage with ideas or develop explanations or arguments. Response may not include conclusions. | Some understanding of the illustrative examples presented in the text(s). Refers to evidence to support ideas and explanations. Ideas may be supported by some relevant arguments. Draws limited or weak conclusions. | Sound understanding of the illustrative examples presented in the text(s). Summarises, synthesises and evaluates evidence to support and develop ideas, explanations and points of view. Develops supporting arguments and draws conclusions. | Detailed understanding of the illustrative examples presented in the text(s). Summarises, synthesises and evaluates relevant evidence to support and develop ideas, explanations and points of view. Develops effective supporting arguments and draws sound conclusions. | Comprehensive understanding of the illustrative examples presented in the text(s). Effectively summarises, synthesises and evaluates relevant evidence to support and develop ideas, explanations and points of view. Develops highly effective supporting arguments and draws strong conclusions. |
| Response provides limited understanding of cultural values and/or how they relate to Chinese philosophies. Limited reference to the themes presented in the text(s), including the impact of change and continuity, and/or the continuing role of traditional values in Chinese society. | Response provides some reference to cultural values. Refers to aspects of Chinese philosophies and the themes presented in the text(s), including the impact of change and continuity, and/or the continuing role of traditional values in Chinese society. | Response provides a description of cultural values. Refers to the connections between aspects of Chinese philosophies and the themes presented in the text(s), including the impact of change and continuity, and/or the continuing role of traditional values in Chinese society. | Response provides an analysis of cultural values. Evaluates the connections between aspects of Chinese philosophies and the themes presented in the text(s), including the impact of change and continuity, and/or the continuing role of traditional values in Chinese society. | Response provides a critical reflection on cultural values. Comprehensively evaluates the connections between aspects of Chinese philosophies and the themes presented in the text(s), including the impact of change and continuity, and/or the continuing role of traditional values in Chinese society |
| The response may not be clear and shows very little structuring and sequencing of information and/or ideas. | The response makes little use of structuring and sequencing of information and ideas. | The structure and sequence of the writing is sound. The response develops clear information and ideas in paragraphs. | The structure and sequence of the writing is effective. The response uses cohesive paragraphs to develop information and ideas clearly and logically. | The structure and sequence of the writing is highly effective. The response uses coherent and cohesive paragraphs to develop information and ideas clearly and logically. |

*Insert applicable mark ranges* 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 |