VCE CCAFL: Performance Descriptors

| **VCE CCAFL**  SCHOOL-ASSESSED COURSEWORK | | | | | |
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| **Performance Descriptors** | | | | | |
| ***Unit 3***  ***Outcome 1***  Participate in a spoken role-play in <LANGUAGE> to negotiate an agreed future action related to an aspect of the subtopic studied | **DESCRIPTOR: typical performance in each range** | | | | |
| **Very low** | **Low** | **Medium** | **High** | **Very high** |
| Exchanges a very limited range of simple opinions, ideas and/or experiences. Provides very limited information to justify opinions and ideas for the audience, context, or purpose of the task.  Displays a very narrow cultural perspective. | Exchanges limited relevant opinions, ideas and/or experiences. Provides limited information to justify opinions and ideas appropriate for the audience, context, or purpose of the task.  Demonstrates a narrow cultural perspective. | Exchanges some relevant opinions, ideas and/or experiences. Provides some appropriate information to justify opinions and ideas for the audience, context and purpose of the task.  Includes some ideas that account for cultural perspectives. | Exchanges a range of relevant opinions, ideas and/or experiences. Provides appropriate information to justify opinions and ideas for the audience, context and purpose of the task.  Includes appropriate terms and ideas that account for cultural perspectives. | Exchanges a broad range of relevant opinions, ideas and/or experiences. Provides highly appropriate information to justify opinions and ideas for the audience, context and purpose of the task.  Includes highly appropriate terms and ideas that account for cultural perspectives. |
| Provides a very limited range of information to express opinions or clarify decisions with the other speaker.  Uses a very limited range of negotiation strategies and the future action is unresolved. | Provides a limited range of information to express opinions or clarify decisions with the other speaker.  Uses a limited range of negotiation strategies and the future action is unclear or uncertain. | Links some logical ideas to express opinions and clarify decisions with the other speaker.  Uses some negotiation strategies to reach an agreed ~~upon~~ future action. | Links relevant ideas logically to express opinions and clarify decisions with the other speaker.  Uses an effective range of negotiation strategies to reach an agreed ~~upon~~ future action. | Links highly relevant ideas logically to clearly express opinions and clarify decisions with the other speaker.  Uses a highly effective range of negotiation strategies to reach an agreed ~~upon~~ future action. |
| Contributes to a spoken exchange with the other speaker in a very limited manner.   Responds to a limited range of non-verbal forms of communication.  Demonstrates a very limited capacity to identify errors or to self-correct which frequently impedes the flow of the exchange. | Contributes to a spoken exchange with the other speaker in a limited manner.   Responds to some non-verbal forms of communication appropriately.  Demonstrates limited capacity to identify errors or to self-correct as required which impedes the flow of the exchange. | Initiates, maintains and closes a spoken exchange with the other speaker.   Responds to non-verbal forms of communication appropriately.  Uses some communication and repair strategies as required. | Initiates, maintains and closes a spoken exchange with the other speaker in an effective manner.  Uses and responds to non-verbal forms of communication appropriately.  Uses a range of communication and repair strategies as required. | Initiates, maintains and closes a spoken exchange with the other speaker in a highly effective manner.   Uses and responds to non-verbal forms of communication effectively.  Uses a broad range of communication and repair strategies as required. |
| Uses a very narrow range of relevant vocabulary and grammar with limited accuracy.  Uses very limited appropriate pronunciation, intonation, stress and tempo which interferes with the ability to convey meaning. | Uses a narrow range of relevant grammar and vocabulary with limited accuracy.  Uses limited appropriate pronunciation, intonation, register, stress and/or tempo. | Uses a range of vocabulary, grammar and expressions with some accuracy.  Demonstrates some appropriate pronunciation, intonation, register, stress and/or tempo. | Uses a broad range of relevant vocabulary, grammar and expressions accurately.  Demonstrates appropriate pronunciation, intonation, register, stress and tempo. | Uses a very broad range of highly relevant vocabulary, grammar and expressions accurately.  Demonstrates highly appropriate pronunciation, register, intonation, stress and tempo. |

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 |