VCE CCAFL: Performance Descriptors

| VCE CCAFL  SCHOOL-ASSESSED COURSEWORK | | | | | |
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| **Performance Descriptors** | | | | | |
| ***Unit 3***  ***Outcome 2***  Analyse and synthesise information from texts in <LANGUAGE> related to different aspects of the subtopic studied and respond to short-answer questions about the texts in <LANGUAGE> | **DESCRIPTOR: typical performance in each range** | | | | |
| **Very low** | **Low** | **Medium** | **High** | **Very high** |
| Demonstrates a very limited understanding and interpretation of gist, main points, supporting points, and details from the two reading texts and a visual text where relevant. | Demonstrates limited understanding and interpretation of gist, main points, supporting points, and details from the two reading texts and a visual text where relevant.  Demonstrates limited recognition of meaning of terms and concepts, some of which may not have direct equivalent in English. | Demonstrates a sound understanding and interpretation of gist, main points, supporting points, and details from the two reading texts and a visual text where relevant.  Demonstrates some recognition of meaning of terms and concepts, some of which may not have direct equivalent in English. | Demonstrates a detailed understanding and interpretation of gist, main points, supporting points, and details from the two reading texts and a visual text where relevant.  Demonstrates clear recognition of meaning of terms and concepts, some of which may not have direct equivalent in English. | Demonstrates a very detailed understanding and interpretation of gist, main points, supporting points, and details from the two reading texts and a visual text where relevant.  Demonstrates a very clear recognition of meaning of terms and concepts, some of which may not have direct equivalent in English. |
| Selects limited information from the text.  Identifies isolated details and single words from the text. | Selects and summarises limited information from the text.  Identifies a limited range of intentions, attitudes, and/or perspectives of the authors of the texts. | Selects, summarises and synthesises some appropriate information from the texts.  Identifies some intentions, attitudes, and perspectives of the authors of the texts. | Selects, summarises and synthesises appropriate information from the texts.  Identifies a range of intentions, attitudes, and perspectives of the authors of the texts. | Selects, summarises and synthesises highly appropriate and relevant information from the texts.  Identifies a wide range of intentions, attitudes, and perspectives of the authors of the texts. |
| Uses a very narrow range of familiar language (including spelling, grammar and punctuation) demonstrating a very limited level of accuracy and clarity. | Uses a narrow range of familiar language (including spelling, grammar and punctuation) demonstrating limited levels of accuracy and clarity. | Uses familiar language appropriately (including spelling, grammar and punctuation) demonstrating satisfactory levels of accuracy and clarity. | Uses a broad range of language appropriately (including spelling, grammar and punctuation) demonstrating a high level of accuracy and clarity. | Uses a very broad range of language appropriately (including spelling, grammar and punctuation) demonstrating a very high level of accuracy and clarity. |

KEY to marking scale based on the Outcome contributing 15 marks

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| Very Low 1–3 | Low 4–6 | Medium 7–9 | High 10–12 | Very High 13–15 |