

VCE Chinese Language, Culture and Society 2023–2027

Written examination – End of year

Assessment criteria and expected qualities for the mark range

Assessors mark holistically, relating student performance to the published criteria and ranking students over the full range of marks available. Determination of the mark is assisted by the descriptors in the 'Expected qualities for the mark range' tables. These descriptors have been written to reflect the level of achievement expected at a particular mark or mark range. Both the criteria and the descriptors are fully explored and directly relate to the range of student responses during the assessor training process. Holistic marking will apply to responses to both Section 2 – Part B and Section 3.

Section 2 – Part B

Assessment criteria

- relevance, breadth and depth of content
- appropriateness of structure and sequence
- accuracy, range and appropriateness of vocabulary and grammar.

Expected qualities for the mark range

Mark(s)	Expected qualities
9-10	<ul style="list-style-type: none"> • meets all the requirements of the task effectively, including the specified audience, purpose, characteristics of the style of writing and text type • conveys highly relevant and significant information, successfully integrating ideas throughout the text • sequences and organises information and/or ideas logically and clearly throughout the response • consistently uses accurate and appropriate vocabulary, grammar and sentence structure to convey meaning (minor errors only)
7-8	<ul style="list-style-type: none"> • meets most of the requirements of the task effectively, including the specified audience, purpose, characteristics of the style of writing and text type • conveys relevant and significant information, successfully integrating ideas throughout the text • sequences and organises information and/or ideas appropriately throughout most of the response • uses mostly accurate and appropriate vocabulary, grammar and sentence structure to convey meaning

Mark(s)	Expected qualities
5-6	<ul style="list-style-type: none"> • meets the requirements of the task satisfactorily, including the specified audience, purpose, characteristics of the style of writing and text type; with some requirements not fully achieved • conveys some relevant information and ideas throughout the text • sequences and organises information and ideas appropriately throughout some of the response • uses vocabulary, grammar and sentence structure satisfactorily to convey meaning
3-4	<ul style="list-style-type: none"> • meets only some of the requirements of the task; the specified audience, purpose, characteristics of the style of writing or text type may not be evident or addressed adequately • conveys basic information and ideas, some of which are irrelevant to the task • demonstrates limited ability to organise information and ideas • demonstrates a basic knowledge and understanding of vocabulary, grammar and sentence structure, with a limited capacity to convey meaning
1-2	<ul style="list-style-type: none"> • does not meet the requirements of the task • conveys minimal information and ideas relevant to the task • demonstrates a very limited knowledge and understanding of vocabulary, grammar and sentence structure • relies excessively on the language in the stimulus text
0	<ul style="list-style-type: none"> • no evidence of meeting the criteria

Section 3

Assessment criteria

- understanding of concepts and ideas relating to aspects of Chinese culture and society
- critical analysis of ideas and arguments relevant to the task
- selection and use of relevant material and appropriate examples to support the response
- development of a coherent and well-reasoned response that addresses the specific demands of the task

Expected qualities for the mark range

Mark(s)	Expected qualities
19–20	<ul style="list-style-type: none"> • provides a thorough and detailed analysis of ideas and arguments relevant to the task • conveys highly accurate and relevant information relating to aspects of Chinese culture and society • uses the prescribed texts accurately and strategically, to provide relevant evidence that supports the response • demonstrates highly effective structuring and sequencing of concepts and ideas within and across the response to address the specific demands of the task
16–18	<ul style="list-style-type: none"> • provides a clear and effective analysis of ideas and arguments relevant to the task • conveys accurate and relevant information relating to aspects of Chinese culture and society • uses the prescribed texts accurately, to provide relevant evidence that supports the response • demonstrates effective structuring and sequencing of information and ideas within and across the response to address the specific demands of the task
13–15	<ul style="list-style-type: none"> • provides a competent analysis of ideas and arguments relevant to the task • conveys mostly accurate and relevant information relating to aspects of Chinese culture and society • uses the prescribed texts accurately, to provide mostly relevant evidence that supports the response • demonstrates mostly effective structuring and sequencing of information and ideas throughout the response to address the specific demands of the task
10–12	<ul style="list-style-type: none"> • provides some analysis of ideas and arguments relevant to the task • conveys some accurate and relevant information relating to aspects of Chinese culture and society • uses the prescribed texts accurately, to provide some relevant evidence that supports the response • demonstrates some effective structuring and sequencing of information and ideas throughout the response to address the specific demands of the task
7–9	<ul style="list-style-type: none"> • provides a limited analysis of ideas and arguments relevant to the task • conveys relevant information relating to aspects of Chinese culture and society with limited accuracy • uses the prescribed texts with some accuracy, to provide some relevant evidence that supports the response • demonstrates limited effective structuring and sequencing of information and ideas in the response to address the specific demands of the task

Mark(s)	Expected qualities
4-6	<ul style="list-style-type: none">• provides a very limited analysis of ideas and arguments relevant to the task• conveys information relating to aspects of Chinese culture and society with little relevance or accuracy• uses the prescribed texts with limited accuracy, to provide evidence that supports the response with limited relevance• demonstrates very little effective structuring and sequencing of information and ideas in the response to address the specific demands of the task
1-3	<ul style="list-style-type: none">• demonstrates very little awareness of the requirements of the task• provides very limited information or ideas about Chinese culture and society• uses minimal phrases or words
0	<ul style="list-style-type: none">• no evidence of meeting the criteria