

# VCE Second language examinations 2020–2023

## Oral examination – End of year

### Assessment criteria and descriptors

This information applies to the following examinations: Arabic, Chinese Second Language, Chinese Second Language Advanced, French, German, Greek, Indonesian Second Language, Italian, Japanese Second Language, Korean Second Language, Spanish, Vietnamese Second Language.

#### SECTION 1 – CONVERSATION

Assessment criteria	Descriptors					
	Band					
	0–1 (not shown)	2–3 (very low)	4–5 (low)	6–7 (medium)	8–9 (high)	10 (outstanding)
<b>1. Content and communication</b> Information, ideas and opinions about the student’s personal world and their interactions with the language and culture as learners <ul style="list-style-type: none"> <li>relevance, depth and range of information, ideas and opinions</li> <li>capacity to elaborate and reflect on information, ideas and opinions</li> <li>capacity to interact with assessors</li> <li>effective communication</li> </ul>	Provides hardly any or no evidence of meeting the criterion	<ul style="list-style-type: none"> <li>Demonstrates minimal understanding and ability to advance the conversation; is slow to respond, with consistent hesitation and false starts; needs frequent support</li> <li>Provides a limited range of information, ideas and opinions that are not always relevant</li> <li>Has difficulty clarifying information, ideas and opinions</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a satisfactory level of understanding; communicates satisfactorily, with hesitation and pauses; needs support</li> <li>Provides a satisfactory range of information, ideas and opinions that are somewhat relevant</li> <li>Clarifies some information, ideas and opinions</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a good level of understanding; communicates well, with occasional hesitation and pauses</li> <li>Provides a good range of information, ideas and opinions that are generally relevant</li> <li>Clarifies or elaborates on information, ideas and opinions some of the time</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a very high level of understanding; carries the conversation forward with confidence; communicates effectively, needing minimal support</li> <li>Provides a very good range of relevant information, ideas and opinions</li> <li>Clarifies, elaborates on or defends information, ideas and opinions most of the time</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates an outstanding level of understanding by responding readily and communicating confidently; carries the conversation forward with spontaneity</li> <li>Provides an outstanding range of information, ideas and opinions clearly and logically with highly relevant responses</li> <li>Clarifies, elaborates on and defends information, ideas and opinions very effectively</li> </ul>

Assessment criteria	Descriptors					
	Band					
	0–1 (not shown)	2–3 (very low)	4–5 (low)	6–7 (medium)	8–9 (high)	10 (outstanding)
<p><b>2. Language</b></p> <p>Accurate and appropriate language structures and vocabulary related to the student’s personal world and their interactions with the language and culture as learners</p> <ul style="list-style-type: none"> <li>• appropriateness of vocabulary, grammar and sentence structures</li> <li>• clarity of expression, including pronunciation, intonation, stress and tempo</li> </ul>	<p>Provides hardly any or no evidence of meeting the criterion</p>	<ul style="list-style-type: none"> <li>• Uses very simple vocabulary and structures; makes frequent and intrusive errors</li> <li>• Poor pronunciation, intonation, stress and tempo, with significant problems</li> </ul>	<ul style="list-style-type: none"> <li>• Uses simple vocabulary and structures; is able to express meaning despite errors; relies on rote-learned language or Anglicisms</li> <li>• Satisfactory pronunciation, intonation, stress and tempo, with some problems</li> </ul>	<ul style="list-style-type: none"> <li>• Uses good vocabulary and structures; is able to express meaning despite errors; may at times rely on rote-learned language or Anglicisms</li> <li>• Good pronunciation, intonation, stress and tempo, with minor problems</li> </ul>	<ul style="list-style-type: none"> <li>• Uses very good vocabulary and structures accurately and appropriately; uses authentic language</li> <li>• Very good pronunciation, intonation, stress and tempo</li> </ul>	<ul style="list-style-type: none"> <li>• Uses sophisticated vocabulary and structures accurately and appropriately; uses authentic language with ease</li> <li>• Excellent pronunciation, intonation, stress and tempo</li> </ul>

**SECTION 2 – DISCUSSION**

Assessment criteria	Descriptors					
	Band					
	0–1 (not shown)	2–3 (very low)	4–5 (low)	6–7 (medium)	8–9 (high)	10 (outstanding)
<p><b>1. Content and communication</b></p> <p>Information, ideas and opinions related to the chosen subtopic and supporting visual material from <b>either</b> the prescribed theme ‘The [Language]-speaking communities’ <b>or</b> the prescribed theme ‘The world around us’</p> <ul style="list-style-type: none"> <li>relevance, depth and range of information, ideas and opinions</li> <li>capacity to elaborate and reflect on information, ideas and opinions</li> <li>capacity to interact with assessors</li> <li>effective communication</li> </ul>	<p>Provides hardly any or no evidence of meeting the criterion</p>	<ul style="list-style-type: none"> <li>Provides minimal information, which is not always relevant; has difficulty clarifying or elaborating on information, ideas and opinions</li> <li>Is slow to respond, with consistent hesitation and false starts; needs frequent support</li> <li>Provides a very weak connection between the image and the subtopic</li> </ul>	<ul style="list-style-type: none"> <li>Provides a satisfactory range of information, ideas and opinions that are generally relevant to the subtopic</li> <li>Communicates in a satisfactory manner, but hesitation and pauses are evident</li> <li>Describes the image rather than using the image to support the discussion on the subtopic</li> <li>Requires support to communicate information, ideas and opinions</li> </ul>	<ul style="list-style-type: none"> <li>Provides a very good range of information, ideas and opinions that are relevant to the subtopic</li> <li>Elaborates on information and defends ideas and opinions effectively</li> <li>Uses the image appropriately to support the discussion on the subtopic</li> <li>Communicates information, ideas and opinions well, but with hesitation and pauses</li> </ul>	<ul style="list-style-type: none"> <li>Provides an excellent range and depth of information, ideas and opinions that are highly relevant to the subtopic</li> <li>Elaborates on information and defends ideas and opinions clearly and very effectively</li> <li>Uses the image effectively to support the discussion on the subtopic</li> <li>Communicates information, ideas and opinions confidently and carries the discussion forward with ease</li> </ul>	<ul style="list-style-type: none"> <li>Provides an outstanding range and depth of information, ideas and opinions with an original perspective on the subtopic</li> <li>Elaborates on complex information and defends ideas and opinions clearly and logically with highly relevant responses</li> <li>Uses the image creatively and effectively to support the discussion on the subtopic</li> <li>Communicates information, ideas and opinions very confidently and carries the discussion forward with spontaneity</li> </ul>

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<p><b>2. Language</b></p> <p>Accurate and appropriate language structures and vocabulary related to the chosen subtopic and supporting visual material from <b>either</b> the prescribed theme ‘The [Language]-speaking communities’ <b>or</b> the prescribed theme ‘The world around us’</p> <ul style="list-style-type: none"> <li>• appropriateness of vocabulary, grammar and sentence structures</li> <li>• clarity of expression, including pronunciation, intonation, stress and tempo</li> </ul>	<p>Provides hardly any or no evidence of meeting the criterion</p>	<ul style="list-style-type: none"> <li>• Uses very simple vocabulary and structures; makes frequent and intrusive errors</li> <li>• Poor pronunciation, intonation, stress and tempo, with significant problems</li> </ul>	<ul style="list-style-type: none"> <li>• Uses simple vocabulary and structures; is able to express meaning despite errors; relies on rote-learned language or Anglicisms</li> <li>• Satisfactory pronunciation, intonation, stress and tempo, with minor problems</li> </ul>	<ul style="list-style-type: none"> <li>• Uses good vocabulary and structures; is able to express meaning despite errors; may, at times, rely on rote-learned language or Anglicisms</li> <li>• Good pronunciation, intonation, stress and tempo, with minor problems</li> </ul>	<ul style="list-style-type: none"> <li>• Uses very good vocabulary and structures accurately and appropriately; uses authentic language</li> <li>• Very good pronunciation, intonation, stress and tempo</li> </ul>	<ul style="list-style-type: none"> <li>• Uses sophisticated vocabulary and structures accurately and appropriately; uses authentic language with ease</li> <li>• Excellent pronunciation, intonation, stress and tempo</li> </ul>