VCE English Language 2016–2023

Performance Descriptors

| **VCE ENGLISH LANGUAGE**  **SCHOOL-ASSESSED COURSEWORK** | | | | | |
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| **Performance Descriptors** | | | | | |
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| ***Unit 4***  ***Outcome 2***  ***Analyse how people’s choice of language reflects and constructs their identities.*** | **DESCRIPTOR: typical performance in each range** | | | | |
| **Very low** | **Low** | **Medium** | **High** | **Very high** |
| Limited identification of the key personal and social factors that influence an individual’s language variety. | Some description of the key personal and social factors that influence an individual’s language variety. | Satisfactory discussion of the key personal and social factors that influence an individual’s language variety. | Thorough discussion of the key personal and social factors that influence an individual’s language variety. | Insightful discussion of the key personal and social factors that influence an individual’s language variety. |
| Limited understanding of how language creates a sense of personal identity and relates to group membership. | Some understanding of how language creates a sense of personal identity and relates to group membership. | Sound knowledge of how language creates a sense of personal identity and relates to group membership. | Detailed exploration of how language creates a sense of personal identity and relates to group membership. | Sophisticated exploration of how language creates a sense of personal identity and relates to group membership. |
| Very limited identification of language features used to represent individual or group identities. | Some identification of language features used to represent individual or group identities. | Appropriate discussion of how language is used to represent individual and group identities. | Clear analysis of how language is used to represent individual and group identities. | In-depth analysis of how language is used to represent individual and group identities. |
| Limited recognition of the relationship between social attitudes and the language choices of groups and individuals. | Some identification and knowledge of the relationship between social attitudes and the language choices of groups and individuals. | Satisfactory explanation of the relationship between social attitudes and the language choices of groups and individuals. | Well-developed explanation of the relationship between social attitudes and the language choices of groups and individuals. | Comprehensive explanation of the relationship between social attitudes and the language choices of groups and individuals. |
| Limited understanding of how people may manipulate their language to suit different situations. | Some discussion of how people may manipulate their language to suit different situations. | Appropriate discussion of how people may manipulate their language to suit different situations. | Detailed discussion of how people may manipulate their language to suit different situations. | Insightful discussion of how people may manipulate their language to suit different situations. |
| Limited use of metalanguage. | Some knowledge of metalanguage terms with some understanding of when to use them. | Mostly appropriate use of metalanguage. | Accurate and appropriate use of metalanguage to support the response. | Proficient and appropriate use of metalanguage to support the response. |

KEY to marking scale based on the Outcome contributing 50 marks

| Very Low 1–10 | Low 11–20 | Medium 21–30 | High 31–40 | Very High 41–50 |
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