VCE English as an Additional Language (EAL): Performance descriptors

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| **English as an Additional Language (EAL)**  **SCHOOL-ASSESSED COURSEWORK** | | | | | | | |
| **Performance descriptors** | | | | | | | |
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| **Unit 4**  **Outcome 2 (Task 1)**  Analyse the use of argument and language in persuasive texts, including written text (print or digital) and text in another mode (visual, audio and/or audio visual) | **DESCRIPTOR: typical performance in each range** | | | | | | |
| **Key skills** | **Very low** | | **Low** | **Medium** | **High** | **Very high** |
| Identify and analyse the intent and logical development of an argument. | Paraphrases arguments. | | Summarises arguments with reference to sequence. | Explores the sequence of arguments with reference to logic. | Explains in detail how sequenced arguments create a logic in the text. | Examines how the author guides an audience by use of strategic sequencing of argument. |
| Identify and analyse the language used by the author to position or persuade an audience to share a point of view, and the way in which arguments and language complement one another and interact to position the intended audience. | Refers to language features and/or vocabulary in response. | | Describes techniques associated with language features and/or vocabulary choices in reference to how an audience is positioned. | Explores examples of language features and vocabulary with reference to persuasive intent and the positioning of the audience. | Explains patterns of language features and vocabulary and explores how the author is using these to position the intended audience. | Examines subtle connections between language features and vocabulary and the implications of these features in relation to persuading the intended audience. |
| Identify and analyse the different evidence the author uses to support arguments. | Refers to text in response. | | Presents textual evidence in each paragraph with reference to persuasive intent. | Embeds textual evidence that relates to an appropriate exploration of persuasive intent. | Explores key moments in the text to explain the persuasive intent of the text. | Examines pivotal aspects of the text and the role of inference and its relation to persuasive intent. |
| Identify and analyse the role of visuals to support and enhance argument. | Refers to visual(s) in response. | | Describes techniques associated visual(s). | Explores examples of visual(s) with reference to persuasive intent. | Explains patterns of visual(s) and considers how the author is using these for persuasive effect. | Examines subtle connections between visual(s) and the implications of these features in relation to persuading the intended audience. |
| Identify and analyse the features of … audio and/or audio visual texts. | Refers to audio/audio visual features in response. | | Describes techniques associated audio and/or audio visual features. | Explores examples of audio and/or audio visual features with reference to persuasive intent. | Explains patterns of audio and/or audio visual features and considers how the author is using these for persuasive effect. | Examines subtle connections between audio and/or audio visual features and the implications of these features in relation to persuading the intended audience. |
| Plan, review, edit and refine analytical responses, using individual reflection and peer feedback. | Uses paraphrase to structure the response.  Uses language that refers to the text and/or summarises ideas in the text. | | Uses a generic paragraph structure to support a summary of the text.  Uses generic language to describe persuasive intent. | Develops cohesive paragraphs to explore a discussion of the text  Uses appropriate language and metalanguage to explore persuasive intent. | Creates an exposition, with coherent and cohesive paragraphing, to explain how sequenced arguments in the text impact the intended audience.  Employs appropriate language and accurate metalanguage to explain how a text is designed to persuade an intended audience | Composes a complex exposition that examines and clarifies how strategic sequencing of argument guides the intended audience to a particular position.  Creates a fluent response using appropriate language and precise metalanguage to examine the persuasive intent of the text. |

KEY to marking scale based on the outcome contributing 40 marks

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| Very low 1–8 | Low 9–16 | Medium 17–24 | High 25–32 | Very high 33–40 |

Please note: if students are not directly exploring audio or audio visual modes, the row of descriptors relating to those skills (row 3) can be deleted.