VCE English as an Additional Language: Performance descriptors

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| **English as an Additional Language****SCHOOL-ASSESSED COURSEWORK** |
| **Performance descriptors** |
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| **Unit 3****Outcome 1 (Task 1)**Listen to and discuss ideas, concerns and values presented in a text, informed by selected vocabulary, text structures and language features and how they make meaning. | **DESCRIPTOR: typical performance in each range** |
| **Key skills** | **Very low** | **Low** | **Medium** | **High** | **Very high** |
| Explore and analyse* the dynamics of a text including characters’ motivations, the tensions in relationships, the function of settings, the complexities of plot and the role of point of view
* the ideas, concerns and conflicts in a text
* the historical context, and the social and cultural values in a text.
 | Refers to characters and concerns in the text. | Describes characters and concerns in the text. | Engages with ideas and/or values presented in the text, including discussion of character, setting and/or other aspects of the text. | Makes connections between ideas and values presented in the text, including discussion of character, setting and other aspects of the text. | Examines the ideas, concerns and values presented in the text, including discussion of character, setting and other aspects of the text. |
| Explore and analyse the impact of the vocabulary, text structures and language features on a text and how these elements shape meaning. | Identifies the text type or form and/or refers to vocabulary/features used in the text. | Refers to aspects of the text type or form and vocabulary or features in relation to ideas, characters or concerns.  | Describes text structures and language features to explore ideas from the text using vocabulary from the text to discuss ideas and/or concerns. | Engages with relevant text structures and language features to discuss ideas from the text using selected vocabulary from the text to discuss ideas and/or concerns. | Examines the text structures, language features and selected vocabulary choices to convey relevant ideas and concerns in the text. |
| Plan, construct and edit analytical writing that responds explicitly to set topics. | Identifies moments in the text. | Describes moments in the text with connections to the topic. | Engages with the text in consideration of a topic. | Discusses the text through an accurate reading of the topic. | Examines the connections between the ideas and/or values of the text presented in response to a close reading of the topic. |
| Plan construct and edit analytical writing that uses key evidence from a text to support ideas and analysis. | Refers to moments in the text. | Provides textual evidence in each paragraph. | Embeds textual evidence that supports the ideas. | Incorporates textual evidence to explain how the author has conveyed ideas in response to the topic. | Integrates selected textual evidence to explain how the author has conveyed ideas in the text and how these connect with the topic. |
| Plan, construct and edit analytical writing that explores and refines the organisational structures of analytical writing. | Lists points from the text.Uses language that refers to the text. | Paraphrases points from the text.Uses generic language to describe the text. | Uses generic paragraph structure to summarise the text.Uses appropriate language to explore the text. | Develops connected paragraphs to discuss the text.Selects language and metalanguage to engage with the text. | Constructs cohesive paragraphs to examine the text.Uses appropriate language and accurate metalanguage to examine the ideas and values of the text. |

KEY to marking scale based on the outcome contributing 30 marks

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| Very low 1–6 | Low 7–12 | Medium 13–18 | High 19–24 | Very high 25–30 |