VCE English: Performance descriptors

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **English**  **SCHOOL-ASSESSED COURSEWORK** | | | | | | | |
| **Performance descriptors** | | | | | | | |
|  | | |  | | | | |
| **Unit 4**  **Outcome 2 (Task 2)**  Develop and present an oral point of view text. | **DESCRIPTOR: typical performance in each range** | | | | | | |
| **Key skills** | **Very low** | | **Low** | **Medium** | **High** | **Very high** |
| Apply the intent and logical development of an argument. | Recounts an experience of the selected issue. | | Uses argument(s) that support a contention. | Provides a clear contention and argument(s) connected to the contention, creates a sequence. | Presents a contention and creates a presentation with sequenced and supported arguments, including appeals to connect with an audience. | Creates a contention that addresses the complexity of the issue and composes an engaging presentation to position an intended audience, employing a complex set of sequenced arguments linked clearly to the contention. |
| Apply the different evidence an author uses to support arguments. | Refers to evidence with some relationship to the selected issue. | | Provides evidence with relevance to the selected issue. | Embeds selected evidence into supporting argument(s) in order to persuade. | Incorporates relevant evidence into supporting arguments to create a persuasive effect. | Integrates relevant and compelling evidence into all supporting arguments with a clear intention to create a persuasive effect. |
| Apply 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. | Uses vocabulary that refers to the selected issue. | | Uses appropriate vocabulary to refer to the selected issue. | Uses relevant and persuasive vocabulary and language features to position an audience. | Employs appropriate and persuasive vocabulary and language features to craft a presentation that positions the audience. | Employs appropriate and persuasive vocabulary, including the use of specialist language, and creative language features to create a presentationthat positions the audience. |
| Apply [an] identity and context [appropriate to] the intended audience. | Attempts to construct a voice within a context. | | Uses a generic voice and identifies a context. | Constructs a distinct voice for a stated context. | Creates and sustains a credible voice with a connected to a context. | Creates an apt, sustained and individual voice connected appropriately with a clear context. |
| Apply the key structures and features of a spoken point of view text. | Attempts to use structures and features of a spoken point of view text. | | Uses a structure and features appropriate to a spoken point of view text. | Uses structures and features in a deliberate manner to engage the audience. | Uses structures and features of a spoken point of view text to intentionally position the audience. | Uses structures and features seamlessly to create a spoken point of view text that position the audience in nuanced and subtle ways. |

KEY to marking scale based on the outcome contributing 20 marks

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Very low 1–4 | Low 5–8 | Medium 9–12 | High 13–16 | Very high 17–20 |