

The accreditation period for VCE English has been extended and expires
31 December 2023.

VCE English

2017–2023

Written examination – May/June

Assessment criteria

Section A will be assessed against the following criteria:

- knowledge and understanding of the text, and the ideas and values it explores
- development of a coherent analysis in response to the topic
- use of textual evidence to support the interpretation
- control and effectiveness of language use, as appropriate to the task

Section B will be assessed against the following criteria:

- knowledge and understanding of both texts, and the ideas and issues they present
- discussion of meaningful connections, similarities or differences between the texts, in response to the topic
- use of textual evidence to support the comparative analysis
- control and effectiveness of language use, as appropriate to the task

Section C will be assessed against the following criteria:

- understanding of the argument(s) presented and point(s) of view expressed
- analysis of ways in which language and visual features are used to present an argument and to persuade
- control and effectiveness of language use, as appropriate to the task

Assessors mark holistically, relating student performance to the published criteria and ranking students over the full range of marks available. Determination of the mark is assisted by the descriptors in 'Expected qualities for the mark range'. These descriptors have been written to reflect the level of achievement expected at a particular mark or mark range. The descriptors are only a general guide; they do not necessarily match precisely the performance of an individual response. Both the criteria and the descriptors are fully explored and directly related to the range of student responses during the assessor training process.

Expected qualities for the mark range – Section A

| Mark(s) | Expected qualities |
|---------|--|
| 9–10 | <p>Demonstrates a close and perceptive reading of the text, exploring complexities of its concepts and construction</p> <p>Demonstrates an understanding of the implications of the topic, using an appropriate strategy for dealing with it, and exploring its complexity from the basis of the text</p> <p>Develops a cogent, controlled and well-substantiated discussion using precise and expressive language</p> |
| 8 | <p>Demonstrates a close reading of the text, exploring its concepts and construction</p> <p>Demonstrates an understanding of the implications of the topic, exploring it from the basis of the text</p> <p>Develops a detailed, substantiated and coherent discussion using language fluently and confidently</p> |
| 7 | <p>Demonstrates a clear knowledge of the text, including some elements of its concepts and construction</p> <p>Understands the topic, developing an appropriate and supported response</p> <p>Develops an organised piece of writing using language accurately and appropriately</p> |
| 6 | <p>Demonstrates an adequate knowledge of the text</p> <p>Develops a response to the topic, supported appropriately by elements of the text</p> <p>Presents a generally organised piece of writing using language that is mostly accurate and appropriate</p> |
| 5 | <p>Demonstrates a basic knowledge of the text</p> <p>Presents a response that shows an understanding of the topic, referring to appropriate elements of the text</p> <p>Presents a piece of writing that communicates adequately, displaying some elements of organisation</p> |
| 4 | <p>Demonstrates familiarity with the text</p> <p>Presents a response that shows some understanding of the topic, using some elements of the text</p> <p>Shows adequate expression and language control</p> |
| 3 | <p>Demonstrates limited familiarity with the text</p> <p>Presents a response that shows limited awareness of the topic, using some elements of the text</p> <p>Shows basic expression and language control</p> |
| 1–2 | <p>Demonstrates very limited familiarity with the text</p> <p>Presents a response that shows very limited awareness of the topic</p> <p>Shows some expression and language control</p> |
| 0 | <p>Shows no knowledge of the text and/or no attempt to engage with the topic and/or only minimal control of language</p> |

Expected qualities for the mark range – Section B

| Mark(s) | Expected qualities |
|---------|---|
| 9–10 | <p>Demonstrates through comparison an insightful grasp of the ideas and issues, and conceptual complexity, of the texts</p> <p>Achieves an assured, cohesively structured piece of writing that presents a sophisticated comparison that explores the implications of the topic</p> <p>Makes fluent and effective use of language</p> |
| 8 | <p>Demonstrates through comparison a competent grasp of the ideas and issues, and conceptual complexity, of the texts</p> <p>Achieves a confident, well-structured piece of writing that presents a thoughtful comparison that grapples with the implications of the topic</p> <p>Makes fluent and confident use of language</p> |
| 7 | <p>Demonstrates through comparison a clear grasp of the ideas and issues, and complexity, of the texts</p> <p>Achieves a well-structured piece of writing that presents a thoughtful comparison that considers the implications of the topic</p> <p>Shows a sound grasp of the use of language</p> |
| 6 | <p>Demonstrates through comparison an adequate grasp of the ideas and issues, and complexity, of the texts</p> <p>Develops an organised piece of writing that demonstrates both a comparison and an understanding of the topic</p> <p>Uses language with clarity</p> |
| 5 | <p>Demonstrates through comparison a basic grasp of the ideas and issues in the texts</p> <p>Presents a piece of writing that has some organisation and some comparison in responding to the topic</p> <p>Uses language with clarity</p> |
| 4 | <p>Shows some comparison between texts and some awareness of their ideas and/or issues</p> <p>Attempts a piece of writing that shows basic organisation</p> <p>Uses language that is fundamentally clear</p> |
| 3 | <p>Shows little comparison between texts or awareness of their ideas</p> <p>Attempts a piece of writing that has minimal organisation</p> <p>Shows basic expression and language control</p> |
| 1–2 | <p>Shows little understanding of the comparative qualities of the texts or their complexity</p> <p>Writing shows little organisation</p> <p>Language is not effectively used to create meaning</p> |
| 0 | <p>Shows no knowledge of the text and/or no attempt to engage with the topic</p> |

Expected qualities for the mark range – Section C

| Mark(s) | Expected qualities |
|---------|--|
| 9–10 | Shows a perceptive understanding of the arguments presented and the points of view expressed Demonstrate sophisticated insight into the ways in which written and visual language is used to persuade Uses language fluently and effectively |
| 8 | Shows a thoughtful understanding of the arguments presented and the points of view expressed Demonstrates sound insight into the ways in which written and visual language is used to persuade Uses language confidently |
| 7 | Shows a clear understanding of the arguments presented and the points of view expressed Demonstrates insight into the ways in which written and visual language is used to persuade Uses language competently |
| 6 | Shows a clear understanding of the arguments presented and the points of view expressed Demonstrates some awareness of the ways in which written and visual language is used to persuade Uses language with clarity |
| 5 | Shows some understanding of the arguments presented and the points of view expressed Demonstrates basic awareness of the ways in which written and visual language is used to persuade Uses language with clarity |
| 4 | Shows a limited understanding of the arguments presented and the points of view expressed Describes the ways in which written and visual language is used Uses basic language and vocabulary |
| 3 | Shows a limited knowledge of the arguments presented and the points of view expressed Shows a limited knowledge of the ways in which written and visual language is used Uses basic language and vocabulary |
| 1–2 | Shows little understanding of the material Demonstrates only minimal knowledge of the task Language is not always clear |
| 0 | Shows no understanding of the requirements of the task |