VCE English as an Additional Language (EAL) 2024–2027

Written examination – End of year

Assessment Criteria

Section A will be assessed against the following criteria:

* knowledge and understanding of the text, its structure, and the ideas, concerns and values it explores
* development of a clear analysis in response to the topic
* use of evidence from the text to support the analysis
* control of the conventions of the English language to convey meaning

Section B will be assessed against the following criteria:

* use of relevant idea(s) drawn from one Framework of Ideas, the title provided and at least one piece of stimulus material
* creation of a cohesive text that connects to a clear purpose(s)
* use of suitable text structures and language features to create a text
* control of the conventions of the English language to convey meaning

Section C will be assessed against the following criteria:

* understanding of contention, argument(s) and point of view
* analysis of the ways in which written and spoken language and visuals are used to present argument(s) and to persuade an intended audience
* use of evidence from the text to support the analysis
* control of the conventions of the English language to convey meaning

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. Both the criteria and the descriptors are fully explored and directly related to the range of student responses during the assessor training process.

For Section B, the Framework of Ideas, textual forms, audience and purpose are explained in the section ‘Framework of Ideas’ on pages 22 and 23 of the *VCE English and English as an Additional Language Study Design 2024–2027*. These concepts underpin the treatment of key knowledge and key skills, and they are an explicit criterion in the expected qualities for Section B.

Expected qualities for the mark range – Section A

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| Mark(s) | Expected Qualities |
| 9–10 | * Demonstrates a thorough knowledge of the text and thoughtful consideration of the complexities of its structure, and its ideas, concerns and values
* Demonstrates an insightful understanding of the implications of the topic, selectively using textual knowledge relevant to the topic
* Develops an effective piece of writing that is well organised, fluent and sustained, with confident control of the conventions of the English language
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| 8 | * Demonstrates a careful reading of the text, exploring its structure, and its ideas, concerns and values
* Demonstrates an understanding of the implications of the topic, using textual knowledge relevant to the topic
* Develops a sustained piece of writing that is fluent and organised, with consistent control of the conventions of the English language
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| 7 | * Demonstrates a clear knowledge of the text, including discussion of its structure, and its ideas, concerns and values
* Demonstrates an understanding of the topic, developing an organised response with relevant supporting evidence from the text
* Develops an organised piece of writing with sound control of the conventions of the English language
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| 6 | * Demonstrates an adequate knowledge of the text at times, including some discussion of its structure and/or its ideas, concerns and values
* Develops a response to the topic, with some relevant supporting evidence from the text
* Presents a generally organised piece of writing that demonstrates some control of the conventions of the English language
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| 5 | * Demonstrates a satisfactory knowledge of the text
* Presents a response that shows a basic understanding of the topic and uses evidence from the text
* Presents a piece of writing using language adequately that displays some organisation and control of the conventions of the English language
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| 4 | * Demonstrates basic knowledge of the text
* Presents a response that shows some understanding of the topic with limited reference to the text
* Shows some control of the conventions of the English language with limited organisation
 |
| 3 | * Shows a familiarity with the text
* Shows a limited awareness of the topic
* Shows basic control of expression and the conventions of the English language
 |
| 1–2 | * Shows limited familiarity with the text
* Shows a very limited awareness of the topic
* Shows limited control of the English language
 |
| 0 | * Shows no knowledge of the text and/or no attempt to engage with the topic and/or only minimal control of the English language
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Expected qualities for the mark range – Section B

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| Mark(s) | Expected Qualities  |
| 9–10 | * Demonstrates a sophisticated and insightful understanding of the ideas raised by the title and stimulus in connection with a Framework of Ideas
* Creates a confident and cohesive text that makes use of rich vocabulary, text structure(s) and language features that are closely aligned to the purpose(s) of the text
* Demonstrates competent control of expression and the conventions of the English language
 |
| 8 | * Demonstrates thorough and thoughtful understanding of the ideas raised by the title and stimulus in connection with a Framework of Ideas
* Creates a clear and cohesive text that makes thoughtful use of vocabulary, text structure(s) and language features that are appropriate to the purpose(s) of the text
* Demonstrates effective control of expression and the conventions of the English language
 |
| 7 | * Demonstrates a comprehensive understanding of the ideas raised by the title and stimulus in connection with a Framework of Ideas
* Creates a cohesive text that makes effective use of vocabulary, text structure(s) and language features that are appropriate to the purpose(s) of the text
* Demonstrates control of expression and the conventions of the English language
 |
| 6 | * Demonstrates an understanding of the ideas raised by the title and stimulus in connection with a Framework of Ideas
* Creates an organised text that makes competent use of vocabulary, text structure(s) and language features that are clearly connected to the purpose(s) of the text
* Demonstrates adequate control of expression and the conventions of the English language
 |
| 5 | * Demonstrates adequate understanding of the ideas raised by the title and stimulus in connection with a Framework of Ideas
* Creates an organised text and that makes satisfactory use of vocabulary, text structure(s) and language features that are linked to the purpose(s) of the text
* Demonstrates satisfactory control of expression and the conventions of the English language
 |
| 4 | * Demonstrates a basic understanding of the ideas raised by the title and stimulus that links to a Framework of Ideas
* Creates a text that shows basic organisation and uses some vocabulary, text structure(s) and language features that are linked to the purpose(s) of the text
* Shows basic control of expression and the conventions of the English language
 |
| 3 | * Shows limited understanding of the ideas raised by the title and stimulus
* Shows limited organisation and awareness of purpose(s), and limited use of vocabulary, text structure(s) and language features
* Shows basic control of expression the conventions of the English language
 |
| 1–2 | * Shows very limited understanding of the ideas presented in the stimulus
* Shows very limited or no organisation, or awareness of purpose(s) or language features
* Shows limited control of the English language
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| 0 | * Shows no knowledge of the texts and/or no attempt to engage with the topic, and/or only minimal control of the English language
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Expected qualities for the mark range – Section C

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| Mark(s) | Expected Qualities |
| 9–10 | * Demonstrates a sophisticated understanding of contention, the argument(s) and the point of view in the text
* Develops a complex analysis of the ways in which written and spoken language and visuals are used in the text to persuade, with a clear understanding of the intended audience
* Demonstrates fluent, precise and sustained control of the conventions of the English language
 |
| 8 | * Demonstrates a strong understanding of contention, the argument(s) and the point of view in the text
* Develops a strong analysis of the ways in which written and spoken language and visuals are used in the text to persuade, with an understanding of the intended audience
* Demonstrates fluent and effective control of the conventions of the English language
 |
| 7 | * Demonstrates a clear understanding of contention, the argument(s) and the point of view in the text
* Develops a clear analysis of the ways in which written and spoken language and visuals are used in the text to persuade, with some understanding of the intended audience
* Demonstrates competent control of the conventions of the English language
 |
| 6 | * Demonstrates a sound understanding of contention, the argument(s) and the point of view in the text
* Presents some analysis and awareness of the ways in which written and spoken language and visuals are used in the text to persuade, with an awareness of the intended audience
* Demonstrates a generally organised and controlled use of the conventions of the English language
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| 5 | * Demonstrates a satisfactory understanding of contention, the argument(s) and the point of view in the text
* Presents a discussion of the ways in which written and spoken language and visuals are used in the text to persuade, with some awareness of the intended audience
* Demonstrates appropriate use of the conventions of the English language
 |
| 4 | * Demonstrates some understanding of contention, the argument(s) and the point of view in the text
* Describes the ways in which written and spoken language and visuals are used in the text, with limited awareness of the intended audience
* Demonstrates some control of the conventions of the English language
 |
| 3 | * Shows limited understanding of the argument(s) and the point of view in the text
* Shows a limited knowledge of the ways in which written and spoken language and visuals are used
* Shows basic control of the conventions of the English language
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| 1–2 | * Shows very limited understanding of the material
* Shows minimal knowledge of the task
* Shows limited control of the English language
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| 0 | * Shows no understanding of the requirements of the task
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