

The accreditation period for VCE English as an Additional Language (EAL) has been extended and expires 31 December 2023.

VCE English as an Additional Language (EAL) 2017–2023

Aural and written examination – End of year

Assessment criteria

Section B will be assessed against the following criteria:

- knowledge and understanding of the text, and the ideas and values it explores, demonstrated appropriately in response to the topic
- development of a coherent analysis in response to the topic
- control of expressive and effective language, as appropriate to the task

Question 2 of Section C will be assessed against the following criteria:

- analysis of the use of argument and language to try to persuade
- control of the mechanics of the English language to convey meaning

Assessors mark Section B and Question 2 of Section C 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 B

Mark(s)	Expected qualities
9–10	<p>Demonstrates a thorough knowledge of the text and thoughtful consideration of its concepts and construction</p> <p>Uses text knowledge selectively to respond to the implications of the topic in a well-structured and relevant response</p> <p>Presents an effective piece of writing that is well organised, fluent and sustained, with excellent control of the conventions of written English</p>
8	<p>Demonstrates a careful reading of the text and consideration of its concepts and construction</p> <p>Demonstrates an understanding of the implications of the topic in a structured and relevant response</p> <p>Presents a sustained piece of writing that is fluent and organised, with good control of the conventions of written English</p>
7	<p>Demonstrates a clear knowledge of the text, including some elements of its concepts and construction</p> <p>Demonstrates an understanding of the topic in an organised and relevant response</p> <p>Presents an organised piece of writing with sound control of the conventions of written English</p>
6	<p>Demonstrates an adequate knowledge of the text</p> <p>Develops a response to the topic, supported appropriately by some elements of the text</p> <p>Presents ideas in a coherent response that demonstrates control of the conventions of written English</p>
5	<p>Demonstrates a basic knowledge of the text</p> <p>Demonstrates some understanding of the topic and refers to some appropriate elements of the text</p> <p>Presents a response with some organisation and some control of the conventions of written English</p>
4	<p>Demonstrates some knowledge of the text</p> <p>Presents a response that shows some understanding of the topic and uses some elements of the text to support it</p> <p>Demonstrates some control of the conventions of written English</p>
3	<p>Demonstrates a limited knowledge of the text</p> <p>Presents a response that shows limited awareness of the topic</p> <p>Demonstrates limited control of the conventions of written English</p>
1–2	<p>Demonstrates very limited knowledge of the text</p> <p>Presents a response that shows very limited awareness of the topic</p> <p>Demonstrates very limited control of written English</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 C, Question 2

Mark(s)	Expected qualities
9–10	Shows a sophisticated understanding of a range of ways in which written and visual language, and the use of argument, position readers in the context presented Develops a detailed and well-substantiated analysis using fluent, precise and effective language and expression
8	Shows a strong understanding of a range of ways in which written and visual language, and the use of argument, position readers in the context presented Develops a substantiated and coherent analysis using fluent and effective language and expression
7	Shows an understanding of some ways in which written and visual language, and the use of argument, seek to position readers in the context presented Achieves an organised and supported response with sound control of language and effective expression
6	Shows some understanding of how written and visual language, and the use of argument, attempt to persuade readers, with some awareness of the context presented Achieves a generally organised and supported response with general control of language and expression
5	Shows some understanding of how language and the use of argument attempt to persuade, and some awareness of the context presented Attempts a supported piece of writing using adequate language and expression
4	Shows a limited understanding of how language and the use of argument attempt to persuade, and limited awareness of the context presented Attempts a piece of writing that offers some support for its points, and has some control of language and expression
3	Shows a limited knowledge of how language and argument are used Demonstrates limited control of language and expression
1–2	Shows very limited knowledge of how language and argument are used Demonstrates very limited control of language and expression
0	Shows no understanding of the requirements of the task