VCE English 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 coherent analysis in response to the topic
* use of evidence from the text to support the analysis
* use of fluent expression through appropriate use of vocabulary and conventions of Standard Australian English

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) and incorporates an appropriate voice
* use of suitable text structures and language features to create a text
* use of fluent expression, including the appropriate use of vocabulary

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 an argument(s) and to persuade an intended audience
* use of evidence from the text to support the analysis
* use of fluent expression through appropriate use of vocabulary and conventions of Standard Australian English

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 | Expected qualities |
| 9–10 | * Demonstrates a close and perceptive reading of the text, considering complexities of its ideas, concerns and values explored through the structure of the text and its language * Demonstrates a clear 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 * Develops a cogent, controlled and well-substantiated discussion using precise and expressive language |
| 8 | * Demonstrates a thoughtful reading of the text, exploring its ideas, concerns and values through a discussion of the structure of the text and its language * Demonstrates an understanding of the implications of the topic, exploring it from the basis of the text * Develops a detailed, substantiated and coherent discussion using language fluently and confidently |
| 7 | * Demonstrates detailed knowledge of the text throughout, including some of its ideas, concerns and values by appropriately acknowledging aspects of the structure of the text and its language * Understands the topic, developing a sustained and well-supported response * Develops an organised piece of writing using language accurately and appropriately |
| 6 | * Demonstrates a clear knowledge of the text, including some elements of its ideas, concerns and values and some awareness of structure and language * Develops a response to the topic, supported by appropriate evidence from the text * Presents a generally organised piece of writing using language that is mostly accurate and appropriate |
| 5 | * Demonstrates an adequate knowledge of the text and makes some reference to its ideas, concerns and values * Presents a response that shows an understanding of the topic referring to evidence from the text * Presents a piece of writing that communicates adequately, displaying some elements of organisation |
| 4 | * Demonstrates basic knowledge of the text with limited reference to ideas, concerns and values * Presents a response that shows some understanding of the topic * Shows adequate expression and language control |
| 3 | * Shows a familiarity with the text * Shows a limited awareness of the topic * Shows basic expression and language control |
| 1–2 | * Shows limited familiarity with the text * Shows a very limited awareness of the topic * Uses language that is not always clear |
| 0 | * Shows no knowledge of the text and/or no attempt to engage with the topic and/or only minimal control of language |

Expected qualities for the mark range – Section B

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| Mark(s) | Expected Qualities |
| 9–10 | * Demonstrates insightful consideration of the ideas raised by the title and stimulus in connection with a Framework of Ideas * Creates a cohesive text with an explicit purpose(s) and an appropriate voice * Demonstrates sophisticated control of language and text structure(s), that makes rich use of vocabulary and language features |
| 8 | * Demonstrates an astute exploration of the ideas raised by the title and stimulus in connection with a Framework of Ideas * Creates a coherent text with an explicit purpose(s) and an appropriate voice * Demonstrates confident control of language and text structure(s), that makes thoughtful use of vocabulary and language features |
| 7 | * Demonstrates a detailedconnection to the ideas raised by the title and stimulus related to a Framework of Ideas * Creates a coordinated text with a clear purpose(s) and an appropriate voice * Demonstrates sound control of language and text structure(s), that makes clear use of vocabulary and language features |
| 6 | * Develops a clear connection to the ideas raised by the title and stimulus with reference to a Framework of Ideas * Creates a connected text with a clear purpose(s) and an appropriate voice * Demonstrates clear control of language and text structure(s), makes effective use of vocabulary and language features |
| 5 | * Develops an adequate connection to the ideas raised by the title and stimulus with reference to a Framework of Ideas * Creates an organised text that is linked to a purpose(s) and has an appropriate voice * Demonstrates adequate control of language and text structure(s), that makes some use of vocabulary and language features |
| 4 | * Shows a basic connection to the ideas raised by the title and stimulus * Shows some connection to a purpose(s) and some awareness of voice * Shows basic control of language and text structure(s), that makes simple use of vocabulary and language features |
| 3 | * Shows limited connection to the ideas raised by the title and stimulus * Shows limited awareness of purpose or appropriate voice * Shows limited control of language and structure |
| 1–2 | * Shows little or no apparent connection to ideas raised by the title and stimulus * Shows little awareness of the purpose(s) of their text * Uses language that is not always clear |
| 0 | * Shows no knowledge of the task and/or no attempt to engage with the task |

Expected qualities for the mark range – Section C

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| Mark(s) | Expected Qualities |
| 9–10 | * Demonstrates a perceptive understanding of contention, the development of argument(s) as constructed in the text and the point of view expressed * Demonstrates sophisticated insight into the ways in which written and spoken language and visuals complement the argument(s) and are used to persuade the intended audience * Uses sophisticated and precise language |
| 8 | * Demonstrates a thoughtful understanding of contention, the development of argument(s) as constructed in the text and the point of view expressed * Demonstrates sound insight into the ways in which the written and spoken language and visuals work together to build the argument(s) and persuade the intended audience * Uses language confidently |
| 7 | * Demonstrates detailedunderstanding of contention, argument(s) presented in the text and the point of view expressed * Demonstrates insight into the ways in which the written and spoken language and visuals in the text are used to persuade the intended audience * Uses fluent expression |
| 6 | * Demonstrates a clear understanding of contention, the argument(s) presented in the text and the point of view expressed * Demonstrates some awareness of the ways in which the written and spoken language and visuals in the text are used to persuade the intended audience * uses competent expression |
| 5 | * Demonstrates adequate understanding of contention, the argument(s) presented and the point of view expressed * Demonstrates basic awareness of the ways in which the written and spoken language and visuals in the text are used to persuade the intended audience * Uses language adequately |
| 4 | * Demonstrates a basic understanding of the contention, the argument(s) and point of view expressed * Describes the ways in which written and spoken language and visuals are used to persuade an audience * Uses basic language |
| 3 | * Shows a limited knowledge of the argument(s) or point of view * Shows a limited knowledge of the ways in which written and spoken language and visuals are used * Attempts basic language |
| 1–2 | * Shows little understanding of the material * Shows only minimal knowledge of the task * Uses language that is not always clear |
| 0 | * Shows no understanding of the requirements of the task |