

The accreditation period for Units 1 and 2 expired on  
31 December 2022.

The accreditation period for Units 3 and 4 has been extended until 31 December 2023.

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Introduction

The VCE English/English as an Additional Language (EAL) *Advice for teachers* handbook provides curriculum and assessment advice for Units 1 to 4. It contains advice for developing a course with examples of teaching and learning activities and resources for each unit.

Assessment information is provided for school based assessment in Units 3 and 4 and advice for teachers on how to construct assessment tasks with suggested performance descriptors and rubrics.

Administration

Advice on matters related to the administration of Victorian Certificate of Education (VCE) assessment is published annually in the [*VCE and VCAL Administrative Handbook*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx)*.* Updates to matters related to the administration of VCE assessment are published in the [*VCAA Bulletin*](https://www.vcaa.vic.edu.au/news-and-events/bulletins-and-updates/bulletin/Pages/index.aspx)*.*

Teachers must refer to these publications for current advice.

The course developed and delivered to students must be in accordance with the *VCE English and English as Additional Language (EAL) Study Design*: [www.vcaa.vic.edu.au/Documents/vce/english/EnglishEAL-SD-2016.pdf](http://www.vcaa.vic.edu.au/Documents/vce/english/EnglishEAL-SD-2016.pdf)

VCE English/EAL study design examination specifications, past examination papers and corresponding examination reports can be accessed at: [www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/English.aspx](http://www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/English.aspx)

Graded Distributions for Graded Assessment can be accessed from the [VCAA Senior Secondary Certificate Statistical Information webpage](https://www.vcaa.vic.edu.au/administration/research-and-statistics/Pages/SeniorSecondaryCompletion.aspx).

Curriculum

Developing a course

The English/EAL study design outlines the nature and sequence of teaching and learning necessary for students to demonstrate the achievement of a set of outcomes for a unit. The areas of study describe the learning context and the knowledge and skills required for the demonstration of each outcome.

Teachers must develop and design courses that include appropriate teaching and learning activities that enable students to develop the key knowledge and skills that are identified in each unit.

Underpinning the achievement of outcomes in all units is the development of students' skills in using Standard Australian English.

The drafting process is fundamental to the development of students’ skills as writers. However, teachers must be aware of the VCAA requirements concerning students drafts, provided in the [*VCE and VCAL Administrative Handbook*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx). Specifically drafts are not to be submitted to the teacher for the purpose of getting feedback on an incomplete task contributing to the total School-assessed Coursework score. Teachers must not mark or provide comments on any draft submitted for School-assessed Coursework.

In relation to Units 3 and 4 School-assessed Coursework conditions, word length and time allocations for School-assessed Coursework provided in the study design are suggestions and may be adapted to suit the needs of particular cohorts.

Overview of the study

The following section summarises the structure of the study. This must be read in conjunction with the study design.

Units 1 and 3 — Reading and creating texts

The creative response

In Units 1 and 3, students are required to respond to the set text in a creative form. Although the response is to be creative in nature, the set text remains central to this task. Students may transform and adapt key moments or aspects of the text as a way to develop and extend their understanding of the original. The connections made between the original text and the creative response need to be credible and authentic. Some ideas for the development of a creative response include:

* present the original text from an alternative perspective
* transpose the original text into another form
* explore a gap or silence in the original text
* explore an idea, issue or theme from the original text in detail
* transpose the original text into a new setting
* adapt the language of the original text to create a new or different impact.

Some ideas for the form of the creative response include:

* a monologue
* a script
* a graphic text
* a short film
* a prologue
* an epilogue
* a chapter
* a series of letters
* a series of journal entries.

The written explanation

As part of the Unit 3 creative response assessment task, students are required to demonstrate the connection between their creative response and the original text by justifying their choices in a written explanation. Teachers need to ensure that students become familiar with the requirements of the written explanation in Unit 1, so that they have had experience with this component of the course before they complete Unit 3.

The written explanation is a detailed paragraph that outlines the decisions made by the student as they developed their creative response. The purpose, context and audience must all be addressed in the explanation in order to justify the selected content and approach to the task.

In Unit 3, the written explanation is assessed within, and part of, the creative response – see the [Performance descriptors](#PerformanceDescriptors).

The written explanation is not allocated separate marks. While the focus of the assessment is on the quality of the creative response, the articulation of the creative intention in relation to the original text has critical bearing on the overall assessment.

Sample written explanation

Sample text: *Burial Rites* by Hannah Kent

For my creative response, I decided to write an internal monologue for the character of Steina in the novel *Burial Rites*. This seemed appropriate given that the text presents the story from a range of points of view, including that of the protagonist, Agnes. I thought it would be interesting to view the narrative from the perspective of the eldest daughter of Jon and Margret, because there seems to be so much that she would like to say to the murderess who is lodging in her house, yet she is forbidden to do so. Steina recognises Agnes from a childhood incident, and as a result, sees the humanity in her. This is in direct contrast to her mother and sister who initially regard Agnes with disdain and treat her as an animal. I chose a first-person narrative to allow Steina to express her views about Agnes instead of having to share the views of her mother. I used simple and spare language to reflect the fact that Steina cannot probably read or write very well because she is a girl and the daughter of a peasant farmer. This would have been very typical of the context in which the novel is set.

Oral form

In both Units 1 and 3, students have the option of presenting their creative response in oral form. This provides an opportunity for students to present their response to an audience and to practise for their oral presentation in Unit 4. The performance descriptor for this assessment task contains reference to both the written and oral form of the response.

Authentication of the creative response

The authentication of creative responses may be achieved by having students:

* record their ideas and drafts in a journal that is regularly checked by the teacher
* complete the drafts of their work in class over a period of time
* write different sections of their creative response under examination conditions in class that are collected and signed off by the teacher, and then returned to the students to be continued in the next lesson.

Class time should be used to prepare for this assessment task so that teachers are able to authenticate each student's work.

Units 2 and 4: Reading and comparing texts

In Units 2 and 4, students are required to compare a pair of texts. This area of study builds on the skills already developed in the Reading and creating texts areas of study. Teachers will need to make links for students between the knowledge and skills associated with reading single texts, and how these can be adapted and applied to the reading of a pair of texts. The central focus for students is the comparison of the way the texts present key concepts including ideas, issues and themes. The comparison will explore the similarities and differences between the two texts. Students may approach their comparison from a range of starting points, including considering the way that textual features such as plot, character and setting are employed by the authors to convey the key concepts. Through the process of making comparisons, students come to see the ways that the inter-textual connections contribute to and help to shape new and enriched meanings and perspectives in both texts.

When comparing the presentation of ideas, issues and themes in texts, students may consider how similar and different perspectives are developed through a comparison of:

* setting and context
* elements of plot/key events
* characters and narrative voice
* textual features including structure, conventions and language.

Units 1–4: Analysing and presenting argument

Oral presentation

In Unit 1, students must complete either Outcome 1 or Outcome 2 in oral form. In Unit 4 students must complete an oral presentation of a sustained and reasoned point of view.

The oral presentation must be able to be authenticated. The oral presentation may take the form of:

* a speech
* a debate
* a video blog.

Statement of intention — Unit 4 Outcome 2

It is important to note that there is a written component that forms part of the assessment of the oral presentation in Unit 4, Outcome 2. Students are required to write a statement of intention that outlines the decisions made during the development of their oral presentation. The statement of intention must clearly demonstrate an understanding of the construction of argument and the use of persuasive language.

There is a separate criterion in the performance descriptors that will allow teachers to assess the quality of the written statement of intention. This will provide teachers with the opportunity to determine the level of analysis that a student has reached in preparation for the School-assessed Coursework task.

Sample statement of intention

Sample topical issue: Compulsory childhood vaccinations

The topic of compulsory childhood vaccinations will be the focus of my oral presentation. This issue has received a great deal of attention in the media over the past six months as the result of data released by the Department of Health that revealed the number of parents who have not had their children immunised has doubled in the past decade. This means that around 40,000 Australian children have not been vaccinated against largely preventable diseases such as: hepatitis, pneumococcal, whooping cough, polio, measles, mumps and rubella. According to a recent poll, 86 per cent of all Australians now believe that childhood vaccinations should be compulsory and this is the position that I would like to adopt.

Some of the language and persuasive strategies that I will employ in my oral presentation include the use of accessible medical terminology, the integration of key quotations taken from reliable sources and expert opinion as well as the incorporation of inclusive language such as 'we', 'us' and 'our' children. I will also use a range of evidence, including statistics, research and facts that support the introduction of mandatory childhood immunisation. A variety of appeals will also be included to help to persuade my audience to adopt a pro-childhood immunisation stance. These will be comprised of appeals to common sense to show how children who are not immunised compromise the overall immunity of the population, as well as appeals to the hip-pocket nerve to show how parents of unvaccinated children may be prevented from accessing welfare payments and childcare subsidies. I will also make an emotional appeal to my audience by using the real life case study of four-week-old Riley Hughes who died from whooping cough, a largely preventable disease. Throughout my presentation, I hope to employ a range of public speaking techniques to enhance my performance. I will use pauses to add emphasis to the key points of my argument, and I aim to speak steadily and clearly, so that the audience is able to hear each of my supporting arguments. I have a tendency to rush through presentations when I am nervous, so I would like focus on my pitch and pace. As a result, I hope to convince my audience that immunisations should be compulsory for all Australian children aged 0–7.

Listening skills for EAL

VCE English/EAL requires EAL students to achieve a listening comprehension outcome in Unit 3 and undertake a listening task in the end-of-year examination for Units 3 and 4. While there is no specific outcome for listening for EAL students in Units 1 and 2, EAL students will need to be engaged in tasks that facilitate development of aural skills. In a class comprised of EAL students, this could take the form of regular learning activities specifically designed to develop listening comprehension skills.

Listening is a valuable skill both for English and EAL students. Secondary and tertiary courses typically require highly developed aural skills, as do most workplaces. Teachers could facilitate the development of aural skills through a range of activities across the curriculum.

Teachers of combined classes will need to ensure that the listening skills of EAL students are developed through learning activities involving the whole class and/or separate activities. Teachers should incorporate aural texts into other course areas and include activities that involve listening.

Students should be exposed to a range of audio texts involving one or more speakers from news bulletins, current affairs bulletins, talkback radio and documentaries. To develop literal and inferential listening skills, students should also be exposed to texts of increasing complexity, not only in terms of the ideas explicitly stated and implied in the text, but also in relation to the language in the text, including the range of vocabulary and idiom, and complexity of the sentence structure.

Teachers may choose to introduce students to this task by exposing them to audio-visual texts, so that students may elicit meaning from both visual and audio cues. Once they have gained confidence in deducing meaning from such texts, they could then be introduced to audio texts.

Teachers may also use computer applications and software such as Chrome 'SpeakIt!' which converts written text into spoken voice.

While this task is not set for formal study in Units 1 or 2, it is strongly recommended that EAL students undertake learning activities that involve the use of audio/visual texts throughout Units 1 and 2. These could be audio files associated with the texts studied for Area of Study 1; for example, interviews with authors about their work, radio programs about the texts studied and persuasive audio texts. When analysing persuasive audio texts, students should consider carefully how elements such as intonation, tone of voice, emphasis and pausing are used by each speaker to convey meaning and, in turn, persuade the audience. Such elements could then be incorporated by students into their speech in Unit 4.

Some possible learning activities that incorporate active listening strategies that would support both EAL and combined English/EAL classes are:

Conversations

* Provide students with a short written persuasive text. Read the text aloud as a class. With reference to Bloom’s Revised Taxonomy ask students to construct three comprehension questions about the text. In pairs, students ask each other their three questions and then engage in a conversation about the meaning of the text.

Narratives

* In small groups, ask students to share a narrative about their life. After each story is shared, each group member is to pose a question about an aspect of the narrative that they found interesting. The storyteller is then to elaborate in response to the questions posed.

Speeches

* Select a range of short speeches that are available to be accessed online. Ask students to draw up a table that contains three headings: Information, Ideas and Opinions. Watch the speeches as a class, and get students to record evidence of each of the three headings on their table. Discuss what students recorded and explore the key aspects of each speech.

Interviews

* Watch a television news interview that focuses on a recent media issue. Provide students with a note-taking template. Students record the main points that are made by the interviewee. These points are then shared with the rest of the class.

Lectures

* Use a TED talk clip. Provide students with a note-taking template to record the key information that is delivered to the audience.

Radio

* Provide pairs of students with the opportunity to record their own radio interview about a recent media issue. Students will need to decide who is the interviewer and interviewee. They then write their own questions and answers, and record their interviews on a mobile device. In small groups, play the radio interviews and have students record the opinions about the issue that are presented.

Text selection

Units 1 and 2

The requirements for text selection for Units 1 and 2 are provided on page 9 of the [*VCE English/EAL Study Design*](https://www.vcaa.vic.edu.au/Documents/vce/english/EnglishEAL-SD-2016.pdf).

Students are encouraged to read widely in Units 1 and 2 to support the achievement of all outcomes.

Sample text pairs for Unit 2 – Reading and comparing

Pairs of texts that could be considered are:

|  |  |  |
| --- | --- | --- |
| **Text One** | **Text Two**  EXPIRED | **Connections** |
| Down, Elissa, *The Black Balloon* (film) (A) | Haddon, Mark, *The Strange Incident of the Dog in the Night-time* (novel) | For example outsiders, family relationships |
| Lahiri, Jhumpa, *The Namesake* (novel) | Pung, Alice, *Unpolished Gem* (non-fiction) (A) | For example migration, cultural differences |
| Rose, Reginald, *Twelve Angry Men* (play) | Watson, Larry, *Montana 1948* (novel) | For example justice, intolerance |

**Key:** (A) denotes Australian text

Texts for EAL students need to be cognitively demanding as well as culturally and linguistically appropriate. When choosing texts for EAL students, teachers should consider the accessibility of the language. Texts that include dialects using non-standard spelling and idiomatic expressions may reduce accessibility for some EAL students. Texts with clear ideas, issues and themes are recommended for EAL students. In selecting texts for Unit 2, teachers should ensure that the similarities and differences between the ideas, issues and themes in the two texts are clear.

Units 3 and 4

The requirements for text selection for Units 3 and 4 are provided on page 17 of the [*VCE English/EAL Study Design*](https://www.vcaa.vic.edu.au/Documents/vce/english/EnglishEAL-SD-2016.pdf). The prescribed lists of texts for each year are published on the study page on the VCAA website.

Students are expected to read widely in Units 3 and 4 to support the achievement of all outcomes.

Units 1–4: Media texts

The selection of media texts for the Analysing and presenting arguments areas of study in Units 1 to 4 may come from a broad range of sources and the issues studied may have a global, international, national or local focus. Electronic and/or hard copy versions of texts are acceptable for study.

Advice for EAL teachers

At Units 1 and 2, teachers can support English as an Additional Language (EAL) learners identified by the school in a range of ways including through targeted teaching and learning activities and assessment.

Note that EAL learners identified by the school should be provided with an opportunity to develop listening skills through the selection of at least one spoken text for the assessment of Outcome 2 in both Units 1 and 2.

At Units 3 and 4, students enrolled in VCE EAL must meet eligibility criteria. While there is much in common between VCE English and VCE EAL, it is important that teachers differentiate between the two courses.

Depending upon the number of EAL students in a school, and the levels of the language skills of the students and the nature of support the school is able to provide, schools may choose to run separate classes for EAL students in Years 11 and 12 or place students in combined classes. Timetabling composite Units 1 and 2 and Units 3–4 classes may provide schools with a way to deliver separate EAL classes.

Advice for combined English and EAL classes

In many schools it is the practice that English classes contain small numbers of EAL students.

EAL students in combined English/EAL classes may require additional teaching time to work on developing skills which first language learners acquire in earlier years of schooling. Provision of this additional support is a school decision; it could be provided by the English teacher or an EAL specialist as an additional timetabled lesson or lessons each week.

Units 3 and 4

Teachers of EAL students in combined classes should ensure that they design appropriate assessment tasks for EAL students that meet the EAL requirements outlined in the study design. When assessing EAL students’ work for outcomes that are similar to those for English students, teachers should mark EAL work according to the respective EAL performance descriptors, noting carefully, among other considerations, the different mark allocations for EAL students’ work.

Teachers should consider providing high levels of scaffolding for EAL students. Examples of this include:

* focusing on short parts of the text in detail
* reading aloud in class with an emphasis on pronunciation and discussion about key aspects of the text
* annotating key passages of the text with language features
* developing a series of short-answer questions to facilitate and confirm that key information about the text has been learnt
* displaying concept maps for aspects of the text such as character, themes, structure to support vocabulary
* jointly constructing a list of key quotations representing key aspects of the text.

Unit 3: Reading and creating texts

In Unit 3 Area of Study 1: Reading and creating texts, English and EAL students will study one common text and one different text. This means that teachers will be working with three texts in their classroom in Unit 3.

The different text that EAL students study in Unit 3 is one of the pair to be studied by both English and EAL students in the Unit 4 Area of Study 1: Reading and comparing texts.

Many learning activities will be relevant to both English and EAL students and can be adapted for each of the three texts in Unit 3, for example:

* recognising key events in the plot
* identifying the ways in which the author creates meanings
* completing character maps and/or character descriptions
* finding quotations in the text that reflect the values the author is conveying in the text.

In some instances, the learning needs of EAL students would be better met by undertaking separate learning activities while the English students are engaged in studying their second text.

Employability skills

The VCE English/EAL study provides students with the opportunity to engage in a range of learning activities. In addition to demonstrating their understanding and mastery of the content and skills specific to the study, students may also develop employability skills through their learning activities.

The nationally agreed employability skills are: Communication; Planning and organising; Teamwork; Problem solving; Self-management; Initiative and enterprise; Technology; and Learning.

The [table](#EmployabilitySkills) links those facets that may be understood and applied in a school or non-employment related setting, to the types of assessment commonly undertaken within the VCE study.

Resources

A list of [resources](http://www.vcaa.vic.edu.au/Pages/vce/studies/english/index.aspx) is published online on the VCAA website and is updated annually. The list includes teaching, learning and assessment resources, contact details for subject associations and professional organisations, teacher journals and periodicals, student events and teacher professional programs.

Summary of differences between English and EAL

Units 1 and 2

|  |  |  |
| --- | --- | --- |
| **Unit 1 Area of Study 1** | **Suitable assessment tasks for English students** | **Suitable assessment tasks for EAL students** |
| **Outcome 1**  Produce analytical and creative responses to texts. | * An analytical response to a text * A creative response to a text   *Assessment tasks for Outcome 1 must include at least one analytical and one creative response to set texts.* | * The same as for English students. |
| **Unit 1 Area of Study 2** | **Suitable assessment tasks for English students** | **Suitable assessment tasks for EAL students** |
| **Outcome 2**  Analyse how argument and persuasive language can be used to position audiences, and create their own texts intended to position audiences. | * An analysis of the use of argument and persuasive language in text/s   EXPIRED   * A text intended to position an audience   *One assessment task, but no more than one task, in Unit 1 must be in oral or multimodal form.* | * The same as for English students.   *At least one text provided for the assessment of Outcome 2 should be in spoken form or have a spoken component to allow for the assessment of listening skills.* |
| **Unit 2 Area of Study 1** | **Suitable assessment tasks for English students** | **Suitable assessment tasks for EAL students** |
| **Outcome 1**  Compare the presentation of ideas, issues and themes in two texts. | * A comparative analytical response to set texts   *Assessment tasks for Outcome 1 must be in written form.* | * The same as for English students. |
| **Unit 2 Area of Study 2** | **Suitable assessment tasks for English students** | **Suitable assessment tasks for EAL students** |
| **Outcome 2**  Identify and analyse how argument and persuasive language are used in text/s that attempt to influence an audience, and create a text which presents a point of view. | * A persuasive text that presents an argument or viewpoint * An analysis of the use of argument and persuasive language in text/s   *Assessment tasks for Outcome 2 must be in written form.* | * The same as for English students.   *At least one text provided for the assessment of Outcome 2 should be in spoken form or have a spoken component to allow for the assessment of listening skills.* |

Units 3 and 4

|  |  |  |
| --- | --- | --- |
| **Unit 3 Area of Study 1** | **Assessment tasks for English students** | **Assessment tasks for EAL students** |
| **Outcome 1**  Produce an analytical interpretation of a selected text, and a creative response to a different selected text. | * An analytical interpretation of a selected text in written form.   AND   * A creative response to a selected text in written or oral form with a written explanation of decisions made in the writing process and how these demonstrate understanding of the text. | * An analytical interpretation of a selected text in written form.   OR   * A creative response to a selected text in written or oral form with a written explanation of decisions made in the writing process and how these demonstrate understanding of the text. |
| **Unit 3 Area of Study 2** | **Assessment tasks for English students** | **Assessment tasks for EAL students** |
| **Outcome 2**  Analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media. | * An analysis and comparison, in written form, of argument and the use of persuasive language in two to three texts that present a point of view on an issue. Texts must include written and visual material and have appeared in the media since 1 September of the previous year. | * A demonstration of understanding of two to three texts that present a point of view on an issue through: * short-answer responses * note form summaries.   AND   * An analysis and comparison of argument and the use of persuasive language in the same two to three texts, in written form. Texts must include written and visual material and have appeared in the media since 1 September of the previous year. |
| **Unit 3 Area of Study 3** | **Assessment tasks for English students** | **Assessment tasks for EAL students** |
| **Outcome 3**  Comprehend a spoken text. | * Not applicable to English students. | * Comprehension of a spoken text through: * short-answer responses * note-form summaries. |

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| --- | --- | --- |
| **Unit 4 Area of Study 1** | **Assessment tasks for English students** | **Assessment tasks for EAL students** |
| **Outcome 1**  Produce a detailed comparison which analyses how two selected texts present ideas, issues and themes. | * A detailed comparison in written form of how two selected texts present ideas, issues and themes. | * The same as for English students |
| **Unit 4 Area of Study 2** | **Assessment tasks for English students** | **Assessment tasks for EAL students** |
| **Outcome 2**  Construct a sustained and reasoned point of view on an issue currently debated in the media. | * A written statement of intention to accompany the student’s own oral presentation, articulating the intention of decisions made in the planning process, and how these demonstrate understanding of argument and persuasive language.   AND   * A point of view presented in oral form using sound argument and persuasive language. The point of view should relate to an issue that has appeared in the media since 1 September of the previous year. The issue does not have to be the same as the issue selected for study in Outcome 2, Unit 3. | * The same as for English students. |

Assessment

Assessment is an integral part of teaching and learning. At the senior secondary level it:

* identifies opportunities for further learning
* describes student achievement
* articulates and maintains standards
* provides the basis for the award of a certificate.

As part of VCE studies, assessment tasks enable:

* the demonstration of the achievement of an outcome or set of outcomes for satisfactory completion of a unit
* judgment and reporting of a level of achievement for school-based assessments at Units 3 and 4.

The following are the principles that underpin all VCE assessment practices. These are extracted from the [VCAA *Principles and procedures for the development and review of VCE Studies*](https://www.vcaa.vic.edu.au/curriculum/vce/Pages/VCEPoliciesandGuidelines.aspx) published on the VCAA website.

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| --- | --- |
| **VCE assessment will be valid** | This means that it will enable judgments to be made about demonstration of the outcomes and levels of achievement on assessment tasks fairly, in a balanced way and without adverse effects on the curriculum or for the education system. The overarching concept of validity is elaborated as follows. |
| **VCE assessment should be fair and reasonable** | Assessment should be acceptable to stakeholders including students, schools, government and the community. The system for assessing the progress and achievement of students must be accessible, effective, equitable, reasonable  and transparent.  The curriculum content to be assessed must be explicitly described to teachers  in each study design and related VCAA documents. Assessment instruments should not assess learning that is outside the scope of a study design.  Each assessment instrument (for example, examination, assignment, test, project, practical, oral, performance, portfolio, presentation or observational schedule) should give students clear instructions. It should be administered under conditions (degree of supervision, access to resources, notice and duration) that are substantially the same for all students undertaking that assessment.  Authentication and school moderation of assessment and the processes of external review and statistical moderation are to ensure that assessment  results are fair and comparable across the student cohort for that study. |
| **VCE assessment should be equitable** | Assessment instruments should neither privilege nor disadvantage certain groups of students or exclude others on the basis of gender, culture, linguistic background, physical disability, socioeconomic status and geographical location.  Assessment instruments should be designed so that, under the same or similar conditions, they provide consistent information about student performance. This may be the case when, for example, alternatives are offered at the same time for assessment of an outcome (which could be based on a choice of context) or at a different time due to a student’s absence. |

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| **VCE assessment will be balanced** | The set of assessment instruments used in a VCE study will be designed to provide a range of opportunities for a student to demonstrate in different contexts and modes the knowledge, skills, understanding and capacities set out in the curriculum. This assessment will also provide the opportunity for students to demonstrate different levels of achievement specified by suitable criteria, descriptors, rubrics or marking schemes.  Judgment about student level of achievement should be based on the results from a variety of practical and theoretical situations and contexts relevant to a study. Students may be required to respond in written, oral, performance, product, folio, multimedia or other suitable modes as applicable to the distinctive nature of a study or group of related studies. |
| **VCE assessment will be efficient** | The minimum number of assessments for teachers and assessors to make a robust judgment about each student’s progress and learning will be set out in the study design. Each assessment instrument must balance the demands of precision with those of efficiency. Assessment should not generate workload and/or stress that unduly diminish the performance of students under fair and reasonable circumstances. |

Scope of tasks

For Units 1–4 in all VCE studies assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe.

Points to consider in developing an assessment task:

1. List the key knowledge and key skills.
2. Choose the assessment task where there is a range of options listed in the study design. It is possible for students in the same class to undertake different options; however, teachers must ensure that the tasks are comparable in scope and demand.
3. Identify the qualities and characteristics that you are looking for in a student response and design the criteria and a marking scheme
4. Identify the nature and sequence of teaching and learning activities to cover the key knowledge and key skills outlined in the study design and provide for different learning styles.
5. Decide the most appropriate time to set the task. This decision is the result of several considerations including:

* the estimated time it will take to cover the key knowledge and key skills for the outcome
* the possible need to provide a practice, indicative task
* the likely length of time required for students to complete the task
* when tasks are being conducted in other studies and the workload implications for students.

Units 1 and 2

The student’s level of achievement in Units 1 and 2 is a matter for school decision. Assessments of levels of achievement for these units will not be reported to the VCAA. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

EXPIRED

In each VCE study at Units 1 and 2, teachers determine the assessment tasks to be used for each outcome in accordance with the study design. Teachers should select a variety of assessment tasks for their program to reflect the key knowledge and key skills being assessed and to provide for different learning styles. Tasks do not have to be lengthy to make a decision about student demonstration of achievement of an outcome.

A number of options are provided in each study design to encourage use of a broad range of assessment activities. Teachers can exercise great flexibility when devising assessment tasks at this level, within the parameters of the study design.

Note that more than one assessment task can be used to assess satisfactory completion of each outcome in the units.

There is no requirement to teach the areas of study in the order in which they appear in the units in the study design.

Units 3 and 4

The VCAA supervises the assessment for levels of achievement of all students undertaking Units 3 and 4.

There are two main forms of school based assessment: School-assessed Coursework (SAC) and in some studies, the School-assessed Task (SAT).

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| **School–assessed Coursework** | A SAC is selected from the prescribed list of assessment tasks designated for that outcome in the study design. A mark allocation is prescribed for each SAC. Teachers may develop their own marking schemes and rubrics or may use the [performance descriptors](file:///C:/Users/01437087/AppData/Local/Microsoft/Windows/Temporary%20Internet%20Files/Content.Outlook/AGN0ASRM/performance%20descriptors)  The [*VCE and VCAL Administrative Handbook*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx) provides more detailed information about School-assessed Coursework. |
| **School-assessed Task** | A SAT is a mandated task prescribed in the study design. The SAT is assessed using prescribed assessment criteria and accompanying performance descriptors published annually on the relevant study page on the VCAA website. Notification of their publication is given in the February [*VCAA Bulletin*](https://www.vcaa.vic.edu.au/news-and-events/bulletins-and-updates/bulletin/Pages/index.aspx). Teachers will provide to the VCAA a score against each criterion that represents an assessment of the student’s level of performance. Details of authentication requirements and administrative arrangements for School-assessed Tasks are published annually in the current year’s [*VCE and VCAL Administrative Handbook*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx). |

In VCE English/EAL the student’s level of achievement will be determined by School-assessed Coursework and an end-of-year examination. The VCAA will report the student’s level of performance as a grade from A+ to E or UG (ungraded) for each of three Graded Assessment components: Unit 3 School-assessed Coursework, Unit 4 School-assessed Coursework and the end-of-year examination.

In Units 3 and 4 school-based assessment provides the VCAA with two judgements:   
S (satisfactory) or N (not satisfactory) for each outcome and for the unit; and levels of achievement determined through specified assessment tasks prescribed for each outcome.

School-assessed Coursework provides teachers with the opportunity to:

* select from the designated assessment task/s in the study design
* develop and administer their own assessment program for their students
* monitor the progress and work of their students
* provide important feedback to the student
* gather information about the teaching program.

Teachers should design an assessment task that is representative of the content (key knowledge and key skills underpinning the outcome) and allows students the opportunity to demonstrate the highest level of performance. It is important that students know what is expected of them in an assessment task. This means providing students with advice about the outcome’s key knowledge and key skills to be assessed. Students should know in advance how and when they are going to be assessed and the conditions under which they will be assessed.

Assessment tasks should be part of the teaching and learning program. For each assessment task students should be provided with the:

* type of assessment task as listed in the study design and approximate date for completion
* time allowed for the task
* allocation of marks
* nature of any materials they can utilise when completing the task
* information about the relationship between the task and learning activities should also be provided as appropriate

Following an assessment task:

* teachers can use the performance of their students to evaluate the teaching and learning program
* a topic may need to be carefully revised prior to the end of the unit to ensure students fully understand the key knowledge and key skills required in preparation for the examination
* feedback provides students with important advice about which aspect or aspects of the key knowledge they need to learn and in which key skills they need more practice.

Authentication

Teachers should have in place strategies for ensuring that work submitted for assessment is the student’s own. Where aspects of tasks for school-based assessment are completed outside class time teachers must monitor and record each student’s progress through to completion. This requires regular sightings of the work by the teacher and the keeping of records. The teacher may consider it appropriate to ask the student to demonstrate his/her understanding of the task at the time of submission of the work.

If any part of the work cannot be authenticated, then the matter should be dealt with as a breach of rules. To reduce the possibility of authentication problems arising, or being difficult to resolve, the following strategies are useful:

* Ensure that tasks are kept secure prior to administration, to avoid unauthorised release to students and compromising the assessment. They should not be sent by mail or electronically without due care.
* Ensure that a significant amount of classroom time is spent on the task so that the teacher is familiar with each student’s work and can regularly monitor and discuss aspects of the work with the student.
* Ensure that students document the specific development stages of work, starting with an early part of the task such as topic choice, list of resources and/or preliminary research.
* Filing of copies of each student’s work at given stages in its development.
* Regular rotation of topics from year to year to ensure that students are unable to use student work from the previous year.
* Where there is more than one class of a particular study in the school, the VCAA expects the school to apply internal moderation/cross-marking procedures to ensure consistency of assessment between teachers. Teachers are advised to apply the same approach to authentication and record-keeping, as cross-marking sometimes reveals possible breaches of authentication. Early liaison on topics, and sharing of draft student work between teachers, enables earlier identification of possible authentication problems and the implementation of appropriate action.
* Encourage students to acknowledge tutors, if they have them, and to discuss and show the work done with tutors. Ideally, liaison between the class teacher and the tutor can provide the maximum benefit for the student and ensure that the tutor is aware of the authentication requirements. Similar advice applies if students receive regular help from a family member.

Learning activities

The advice contained in this guide is applicable for both English and EAL students. Learning activities that would be especially appropriate for EAL students are denoted by EAL. Many of these strategies would also be suitable for English students, particularly those who require additional scaffolding with various aspects of the course.

Unit 1

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| **Area of Study 1: Reading and creating texts** | |
| **Outcome 1**: | **Examples of learning activities** |
| Produce analytical and creative responses to texts. | * complete online or hard copy worksheets and match: * short character descriptions to the names of characters * EAL quotations about various characters to the names of the characters * EAL using a series of cards listing twenty major and minor events in the text, in small groups re-arrange the events in the correct chronological order * annotate a passage from the set text using the comments feature in a word-processing program; identify features such as imagery, analogy, perspective, tone and voice * write a report card for the set text, identifying and commenting on the language, perspectives, imagery and characterisation; use this as the basis for writing a review of the text and present in written, oral or multimodal form to the class * EAL in small groups, each member adopts the persona of a character or narrator from the set text and answers questions as part of a panel discussion, for example about their relationship with other characters, events and themes; how the reader knows about the character; what the narrator has chosen to include or omit from the text and why * construct an alternative ending or a scene from an alternative point of view; present it as a script and performance; in writing, justify the choices made with reference to evidence from the text * write five assertions about the events and characters in the set text, for example ‘In *The Moon is Down*, Lieutenant Tonder is psychologically weak’ or ‘All the female characters in the text are passive’ and distribute around the class; collect written information about whether others agree with the statements and reasons for the views presented; collect the original statements, collate the information and ask students to write a summary of the different responses * keep a journal, or a blog, while reading, to record brief responses to the set text; reflect on early and later responses to the text considering how responses have changed and why * complete vocabulary-building exercises to establish the key terms used in the text as well as the language, including metalanguage, required to discuss the text * respond to a proposition about the characters, themes or ideas in the text in a scaffolded essay style; that is, begin with mind mapping the topic, then organise ideas in a sequence, followed by developing each idea into a paragraph that incorporates detailed evidence from the text * role-play one of the major or minor characters in the text; write a series of diary or blog entries and reflect upon the key events at various points in the plot * as a whole class, demonstrate to students how to unpack a text response topic, and plan their response on the board by brainstorming the key words, defining the key words, re-writing the topic in their own words, establishing their own contention on the topic and listing the topic sentences for each proposed paragraph * allocate 15 minutes to write an introductory paragraph to the unpacked topic; share the introductions with the class; select three exemplar introductions that can be used to formulate sample responses; complete a similar exercise that requires students to write the first body paragraph that follows one of the sample introductions * using samples of high level creative responses to a text, identify the strengths of each piece of writing; this can be achieved by projecting the sample piece onto a screen and sharing ideas as a class |

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| [**Detailed example**](file://VCAAFS01/Curriculum$/VCE/Implementation/2015/Detailed%20example) |
| **UNPACKING A TEXT RESPONSE TOPIC**  1. Present students with a sample essay question.  2. Identify and discuss key words in the topic by:   * checking the meanings in dictionaries * brainstorming synonyms.   3. Identify:   * modifying words in the topic, for example: always, never and sometimes * words/phrases that provide instructions such as ‘to what extent?’, ‘discuss’, and ‘do you agree?’.   4. Determine whether the topic is about characters, themes, values, structural features and/or the audience’s interpretation.  5. Ask students to work in small groups to re-write the topic in their own words. Discuss these versions as a class.  6. As a class, brainstorm ideas and arguments related to the topic, including relevant examples from the text.  7. As a class, develop a point of view/contention to address the topic, then organise the ideas and evidence into paragraph groups.  8. In small groups, draft the topic sentences for each body paragraph.  9. Present completed body paragraphs to class on board or screen.  10. Discuss how these paragraphs could be ordered to become the body paragraphs of a completed response. |

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| **Area of Study 2: Analysing and presenting argument** | |
| **Outcome 2**: | **Examples of learning activities** |
| Analyse how argument and persuasive language can be used to position audiences, and create their own texts intended to position audiences. | In small groups:   * EAL read short letters to the editor, and identify the contention, point of view and main arguments used by writers to present their point of view * identify the text-type, the author’s purpose, and audience in a range of short texts * EAL explore a range of ways that language is used to position audiences, including language devices such as rhetorical questions, exaggeration; and inclusive language, and argumentative strategies such as analogy, and cause and effect; create a wall of short quotations that provide examples of each language device * EAL use a text with words/phrases/clauses underlined, identify the language device, and explain its intended effect on the audience * examine famous speeches such as those found on [www.historychannel.com/speeches](http://www.historychannel.com/speeches); identify the persuasive techniques used; present a datashow about the way the presentation of the arguments and language in the speeches affects readers in particular ways * select a letter to the editor from an online journal or newspaper on a current issue and identify the arguments and features of the language used to persuade the audience * EAL use the comments feature in a word-processing program to annotate a persuasive text, indicating the argumentative strategies and persuasive devices used * reduce a persuasive text to its main contention and then ‘build’ it to its complete state adding an argument or a linguistic device one by one; comment on the purpose and effect of each addition and how it impacts on the text as a whole * compare the treatment of an issue on two current affairs or news programs, and then create a storyboard of an alternative presentation for a specified audience; justify the choices made regarding the use of verbal and visual language * compare the presentation of an issue in print and online media; make lists of the similarities and differences in terms of the tone, arguments and language * explore three different texts on the same issue in the media; individually write two letters to the editor, one supporting a proposal and the other arguing against it * select short letters to the editor that are accompanied by photographs or cartoons; demonstrate how to annotate a text for analysis, eliciting further suggestions from the class |

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| [**Detailed example**](file://VCAAFS01/Curriculum$/VCE/Implementation/2015/Detailed%20example) |
| **LETTER TO THE EDITOR ANALYSIS**  1. Divide the class into five groups.  2. Assign a letter to the editor of approximately 200 words to each group.  3. Ask each group to identify   * the issue, writer’s contention, and point of view * the arguments * two examples of how language is used to support their argument, and the intended effect * other strategies used to support the argument, (such as the use of statistics and examples, denigration of those who hold opposing viewpoints) * the tone of voice used by the writer and its intended effect.   4. Prepare a PowerPoint to share with the rest of the class.  5. Annotate copy of text together. |

Unit 2

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| **Area of Study 1: Reading and comparing texts** | |
| **Outcome 1**: | **Examples of learning activities** |
| Compare the presentation of ideas, issues and themes in two texts. | * read a series of plot summaries from a range of potential pairs of texts; arrange these summaries in two columns; from the summaries, match pairs of texts that would seem to provide rich material for comparison; justify the choice of pairs by completing a short explanation about why these texts would be worthy of comparison * EAL read each set text in the pair selected for study and complete a plot summary of each; identify five points of comparison between the two texts that provide material for further discussion and exploration * EAL plot the key events from each text on a timeline that clearly shows the progression of each narrative; compare three pivotal moments that occur in each text * EAL create a diagram that illustrates the relationships between the main characters in each text * create a collage that uses a range of images, words and audio files, that represents the key elements of the setting of each text; present these collages to the class and explain why at least two of the elements have been included * divide screen/board into three columns and list each of the main concepts: ideas, issues and themes as a heading; in pairs, come up with a definition for each concept; share definitions with the class and record key phrases on board/screen; as a class, decide on a definition for each concept and record these definitions * use a range of words that represent ideas, issues and themes that may appear in the texts; classify the ideas, issues and themes under each term; discuss selections as a class * using a list of themes from one or both of the set texts, try to work out the related ideas (big picture concepts) and also the issues (problems or concerns) and pose these as questions; after studying the texts, revisit the questions and try to answer them * as a class, brainstorm the key ideas, issues and themes in each text; using website resources such as [www.onlinethesaurus.com.au](http://www.onlinethesaurus.com.au), find as many synonyms as possible that could be used to describe each concept * EAL list the main characters in both texts on the screen/board; divide into groups and allocate each group one character; each group composes a Tweet that describes this character; through a discussion on Twitter, match the Tweet with the correct characters * generate a word cloud for the three most important concepts that appear in both texts; refer to the website: [www.tesaustralia.com](http://www.tesaustralia.com) * EAL in two columns, list the key ideas, issues and themes in each text; show links to the similarities and differences between the two texts; annotate each link to explain the points of comparison that have been identified * allocate a key similarity or difference to a small group and work closely with the texts to find examples (either in own words or as key quotations) that support the similarity or difference identified * present jumbled paragraphs from a well written analysis comparing texts; individually, try and move paragraphs into correct order; annotate and then compare with the complete original text * as a class, select one pivotal passage from each text and read aloud; highlight words or phrases that relate to the key ideas, issues and themes that appear in each passage; place the two excerpts side by side and draw arrows across the passages that identify connections and contrasts; use these points as ways in to the writing of comparative paragraphs |

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| [**Detailed example**](file://VCAAFS01/Curriculum$/VCE/Implementation/2015/Detailed%20example) |
| **THE COMPARATIVE CUT AND PASTE ACTIVITY**  1. Provide students with a sample of a well-written analytical comparative response (this may have to be teacher-generated).  2. Jumble the paragraphs of the response so that they appear out of order and present this to the students. (This may either be presented as a hard copy that students may cut up and paste together in the correct order or it could be completed on an interactive screen as a class or individually.)  3. Ask students to un-jumble the response by moving the paragraphs into the correct order so that a logical, well-sequenced response is the result.  4. Ask students to identify/highlight the following parts of the response (do not reveal the correct order yet):  a. the language of an introduction  b. the topic sentence in each paragraph  c. the evidence used to support the main points in each paragraph  d. the transitions used to indicate a shift between the two texts  e. the language of a conclusion.  5. Annotate or use the comments tool to record the reasons for each selection. Discuss the reasons behind the placement of each paragraph and ask students to justify their decisions to their peers.  6. Provide students with a complete and correct model of a comparative analytical response. Work through the model with students and discuss the reasons why each paragraph belongs in its position.  7. Set the students their own analytical comparative response to complete, and use the un-jumbled response as a model. |

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| **Area of Study 2: Analysing and presenting argument** | |
| **Outcome 2**: | **Examples of learning activities** |
| Identify and analyse how argument and persuasive language are used in text/s that attempt to influence an audience, and create a text which presents a point of view. | * use a simple text that presents a clearly argued point of view on an issue to teach the key components of: contention, supporting argument and evidence; annotate and highlight the text with important points and use this as model for future teaching * select one issue for study by the class; collect a range of text types that present various views on the issue; allocate one text type per small group and ask students to identify the contention, supporting arguments and evidence in each text, and to list the specific features of their allocated text type * allocate one text type per group and ask students to create a digital poster for their text type that shows its specific features such as a letter to the editor: first person, casual in language, often uses emotional appeals or can be written by an expert in their field; post the digital posters in a shared space * formulate a contention on a selected issue and use two columns to list the supporting and opposing arguments relevant to that specific issue; explore how each argument, either supporting or opposing, may be expressed using different language * project a range of images on a screen to the class; consider how the audience is positioned to respond to the images; individually, record initial reactions to each image; share these with the class; respond to the question: How have you been positioned by the visual? * using a persuasive text that contains a visual, discuss the following elements: the size of the visual, the position of the visual within piece, the type of visual (that is, photograph, cartoon, illustration, graph, table), the purpose of the visual, the point of view presented in the visual and how the visual complements the arguments contained in the text * EAL present a range of text types: editorials, blogs, letters to the editor and speeches and investigate the differences in the structure and language choices of the various text types * EAL divide the class into small groups and allocate an issue to each group, who discuss reasons for and against the issue; each member of the group gives a one-minute oral presentation of a point of view on the issue * EAL present two versions of a letter to the editor, one using active voice and one using passive voice; discuss how each letter positions the audience * analyse an argument presented in a letter to the editor; identify main points and strategies; create another letter opposing the arguments presented and share on a wiki * EAL read a letter to the editor and write a speech expressing an alternative point of view; after the speech has been edited, present it to the class; select an image that complements the speech and screen it on a datashow projector during the speech |

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| [**Detailed example**](file://VCAAFS01/Curriculum$/VCE/Implementation/2015/Detailed%20example) |
| **HOW TO ANALYSE AN ARGUMENT**  1. Provide students with a letter to the editor on a current issue from a daily news site.  2. Ask students to establish the contention of the letter and to record this in their notes.  3. Students are to work through the letter in a systematic way to identify the main arguments and strategies employed by the author that support the point of view presented.  4. Students divide a document into two columns, in one column they list each argument identified in the letter. In the other column, they are to formulate the opposing or counter argument for each point raised.  5. Students are to use each opposing argument to form paragraphs for their own letter to the editor. (Provide further resources such as texts and websites to assist students to find evidence to support their argument/s in other texts on the issue and to help them broaden their use of persuasive language.)  6. Create a shared page such as a wiki so that students may post their letters online to be used as a reference throughout the unit.  7. Generate a discussion with the class about the different arguments and points of view that have been represented on the wiki. |

Learning activities and School-assessed Coursework (SAC)

Unit 3

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| **Area of Study 1: Reading and creating texts** | |
| **Outcome 1**: | **Examples of learning activities** |
| Produce an analytical interpretation of a selected text, and a creative response to a different selected text. | * EAL use the think-aloud strategy to make explicit the process of interpretation that is occurring as a text is read: * project a passage of the selected text onto a whiteboard * as the passage is read, the teacher provides a commentary, modelling how an expert reader constructs meaning from the text for example, visualising what they are reading, recognising clues that something may be important to understanding the text, making inferences about the text’s meaning based on their own experiences and other texts they have read, making predictions, asking questions * key quotations are highlighted and comments written against the text * select a key scene in the text which involves most of the characters; working in small groups, each member takes on the role of one of the characters involved; assign one person to act as interviewer; conduct a panel interview for the class that draws out the feelings, responses and perspectives of each of the characters within the context of the chosen scene * select a range of passages from the text that demonstrate the different tones the writer employs; explore how the writer has created the particular tone; individually, deliver readings and commentaries as an oral presentation to the class * EAL use a variety of concept maps, charts and diagrams to develop a detailed knowledge of the main characters in the selected text; model a concept map for one of the main characters, then divide the class into groups to construct concept maps for the other major characters * focus on developing profiles of minor characters, asking the following questions: * Who are the minor or secondary characters? * What is their role in the story? * How do the minor characters relate to, impact upon or contrast with the main characters? * make thorough notes on the ways in which the author explores themes in the selected text through: * the characters – their thoughts, actions, experiences and relationships * the actions or events in the story * the setting * the social, political and cultural world represented in the text * the title * the tone used * examine the narrative stance or point of view in the selected text and discuss the impact of this; select a critical event or moment from the text and reinterpret this from a different point of view * develop a dramatic monologue that might be spoken at a key moment by one of the main characters in the selected text * draw up two columns and label the first ‘Values endorsed in the selected text’ and the second ‘Examples of how this value is endorsed’; fill in this table * EAL as a class, draw up a line and place characters along the line from best character to worst character; discuss why different characters are being placed at different points along the scale * create character timelines that plot the changes in each character over time; link these changes to key events or key moments in the selected text; note how the author conveys these changes through symbolism and change in tone * use hypertext (or the comment function in Microsoft Word) to analyse and comment on a single passage from a text, noting where it occurs in the selected text, what it reveals about a character or characters, the mood of the passage, particular words, lines and images which are significant and how the passage conveys the text’s major concerns * practise matching short quotations to key ideas about the set text; write each of these into a sentence that integrates the quotation or part of the quotation as evidence * pretend to be one of the main characters; describe what you are thinking and how you are feeling about the events in the text, and other characters either at a point in the narrative or sometime after the end of the narrative; make a PowerPoint and class presentation * present to the class samples of high, medium and low range sample text response essays and creative responses; in small groups initially, then as a whole class, identify the strengths and areas for improvement needed for each of the samples * under timed conditions, complete a text-response essay; present a choice of topics and allow students to refer to notes, resources and copies of their text * under timed conditions, complete a text-response essay on an unseen topic; present a choice of two topics and do not allow students to refer to notes, resources or copies of the text |

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| [**Detailed example**](file://VCAAFS01/Curriculum$/VCE/Implementation/2015/Detailed%20example) |
| **EXPLORING CHARACTER**  1. Ask the class to list three or four main characters from the text studied.  2. As a whole class, brainstorm some of the main details about the characters, particularly their motivations, attitude towards other characters and events in the plot.  3. Divide the class into groups. Each group is assigned a character. As a group, students discuss in greater detail what the character would be thinking about the events in the text at the end of the narrative, and why they would think this way.  4. Use brainstorming and discussion notes and ask students to prepare a PowerPoint about the character’s response, demonstrating insights into the character and their perspective.  5. Present to the rest of the class.  6. Individually, students select one of the characters discussed and write a creative response from their chosen character’s perspective. Possible forms include: monologue, journal entry, script or a short narrative.  7. Share the piece with the teacher or peers and explain how it provides insights into the character. |

[Sample approach to developing an assessment task — Unit 3](#Appendix1)

[Performance descriptors](#PerformanceDescriptors) provide a guide to the levels of performance typically demonstrated within each range on the assessment task/s. The performance descriptors for each outcome identify the qualities or characteristics expected in a student response.

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| **Area of Study 2: Analysing and presenting argument** | |
| **Outcome 2**: | **Examples of learning activities** |
| Analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media. | * use two TV current affairs or news bulletins that focus on the same issue, identify the contention, point of view, main arguments, and audience; identify some persuasive language strategies used by the presenter and explain their effects on the audience; discuss how images are used * EAL practise writing note-form summaries of the main points in a persuasive piece, and writing short-answer response to questions about a text * EAL collect letters to the editor representing a range of views about an issue; individually, select one letter and write a reply, supporting or challenging the letter writer’s view; identify the arguments and language features and how these are meant to influence the chosen audience * collect three editorials, each from different newspapers or news website about the same issue, and compare the points of view represented, the way arguments are presented and developed, and the use of language to influence readers; read three letters to the editor on the same issue and compare/contrast use of language in the letters with that of the editorials * analyse an editorial, a feature article and a letter to the editor on the same issue; examine how the arguments are presented in each text type and consider carefully the differences in language uses across the text types, and how each text type uses language to persuade their respective audiences * us the same issue, conduct a PMI (plus, minus, interesting) exercise to canvas all the possible arguments relevant to the issue * EAL present to the class samples of high, medium and low range analyses of a text; in small groups initially, then as a whole class, identify the strengths and areas for improvement needed for each of the samples |

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| [**Detailed example**](file://VCAAFS01/Curriculum$/VCE/Implementation/2015/Detailed%20example) |
| **ANALYSIS OF PERSUASIVE TEXTS**  1. Present students with an editorial. Working in small groups in class, each student identifies the arguments used by the writer and considers how these are meant to position readers, and how persuasive language is used to support the arguments of the author. The groups annotate the text.  2. Discuss the argumentative strategies in the texts. The teacher annotates a PDF copy of the editorial using Notability or similar software.  3. Writes an analysis of the editorial in class for feedback from the teacher.  4. While the teacher is annotating the students’ analyses of the editorial, students in groups discuss and annotate a feature article and letter to the editor.  5. The teacher shows the class a sample of a high range analysis of the editorial. The students and teacher discuss the features of the analysis of the argument and language use that make this sample piece a high range piece. The piece of work could be either one written by a student (with the student’s permission) or one drafted by the teacher.  6. After receiving their corrected copy of the analysis of the editorial back from the teacher, students write an analysis of the three texts. They incorporate suggestions for improvement when completing their combined analysis of the three texts |

[Performance descriptors](#PerformanceDescriptors) provide a guide to the levels of performance typically demonstrated within each range on the assessment task/s. The performance descriptors for each outcome identify the qualities or characteristics expected in a student response.

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| **Area of Study 3: Listening to texts (EAL students only)** | |
| **Outcome 3**: | **Examples of learning activities** |
| Comprehend a spoken text. | * screen a short TV news bulletin to the class; individually, write a short summary of the news story; play a short radio news bulletin to the class; individually, write a dot point summary of the main points of the text * play an extract from the mid-point of an oral text to the class; individually, infer what details the text would have talked about earlier in the sound file; teachers may need to ask some leading questions to help the class think about possible information; then play the earlier portion of the sound file to the class * present a handout with a series of questions on an audio text; after the questions have been read, play the text through twice, giving students the opportunity to answer the questions using a black or blue pen; then present a transcript of the text; students complete the worksheet and, if necessary, make changes to their answers using a red or green pen * play a text in which key words or phrases have been deleted from the sound-file; in groups, try to work out the words that have been deleted * play a text that contains some key words or phrases which are repeated but whose meaning is unknown; as a class, try to infer the meaning of these words/phrases from other information in the text * play short excerpts from a range of texts that deal with the same theme or issue from a range of perspectives; identify the issue/theme and try to infer other details about each of the texts, such as point of view, audience and purpose * select an audio text containing a range of common idioms,; after playing the text, write out the idioms on the board; in groups, infer the meaning of the idioms * use an audio text to write a series of questions testing understanding of the main points of the text, as well as the implied meanings; in small groups, answer the questions; discuss responses as a class * play an audio text of two or more persons; after students listen to the text, they re-enact it, putting the ideas into their own words * allocate an issue or a topic to small groups; each group prepares and records an audio text in consultation with the teacher that is played to the class; they also devise a series of questions about the text, which the rest of the class try and answer complete a listening comprehension task under test conditions |

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| [**Detailed example**](file://VCAAFS01/Curriculum$/VCE/Implementation/2015/Detailed%20example) |
| **LISTENING COMPREHENSION: TV NEWS BULLETIN AND RADIO BROADCAST**  1. Select a TV news bulletin and a radio broadcast on the same issue.  2. Divide the students into small groups.  3. Play the news bulletin to the class, asking each group to identify the issue, point of view and main points.  4. Play the radio broadcast to the students, asking each group to identify the point of view and main points.  5. Distribute a worksheet to students with a range of comprehension questions. Replay each of the texts twice. Allow the groups enough time between each replay to write down notes and answer the questions on the worksheet.  6. As a whole class, elicit answers to the questions. As students give answers, the teacher writes sample answers on a board or screen using a data projector, based on the students' responses. The teacher identifies and explains the features required for each answer. The teacher also plays elements of the text and/or shows transcripts of the text revealing the information that is needed to answer the answers. |

Unit 4

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| **Area of Study 1: Reading and comparing** | |
| **Outcome 1**: | **Examples of learning activities** |
| Produce a detailed comparison which analyses how two selected texts present ideas, issues and themes. | * EAL select a short comparative text from the media and read aloud; as a class, identify the specific language used that denotes comparison for example, similarly, in contrast or on the other hand; discuss how a comparative piece differs from a single analysis * brainstorm terms of comparison (make reference to the vocabulary used in the comparison of argument) and record them; turn these into a word bank that can be used as a reference throughout the unit * use a list of comparative transitions and a cloze passage that contains a short comparative paragraph on their pair of set texts, fill in the blanks by inserting the correct transitions into the paragraph * EAL create a Venn diagram that illustrates the key connections between the two texts * refer to the Venn diagram and take each key connection and rank it according to its importance in the pair of texts * EAL provide an image of the front covers of each comparative text; identify the similarities and differences between the texts that are evident in the images; predict how these aspects of the texts may be presented in the narratives * EAL present a series of key quotations that illustrate the main ideas, issues and themes in both texts; individually, group similar quotations together; determine the central idea, issue or theme that is presented in the quotations * identify the narrator of each text and discuss the ways that the authors have constructed voice in both narratives; consider the conventions of narrative voice and the implications of voice for the reader * select a character from each text whose perspective on the narrative is not presented to the audience; individually, adopt the point of view of this character and write a paragraph that explores an idea, issue or theme in the text from this new perspective * EAL individually, construct three comparative essay topics on their pair of set texts; collect all essay topics generated and distribute the list to the class; in pairs, select the five topics on the list that they feel are the most appropriate; survey the class and rank the topics; use the five most popular topics as practice SAC topics |

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| [**Detailed example**](file://VCAAFS01/Curriculum$/VCE/Implementation/2015/Detailed%20example) |
| **HOW TO WRITE A DETAILED COMPARISON**  The assessment task for Unit 4 Outcome 1 is a detailed comparative written response to a pair of texts.  To produce their own detailed comparison, students will need to become familiar with the conventions of comparative writing such as structure and language. This can be achieved by working through the following learning activities in preparation for the SAC.  1. Upon completion of an in-depth study of the pair of set texts, provide students with a sample comparative topic such as:  Text Pair (sample only): *Nineteen Eighty-Four* by George Orwell and *Stasiland* by Anna Funder.  Compare the ways the distortions of truth have impact on the lives of the characters in *Nineteen Eighty Four* and *Stasiland.*  2. As a class, analyse the topic, identifying and defining key terms. Ask students to re-write the topic in their own words.  3. Instruct students to brainstorm representations of truth in each text in two separate columns, then group similar ideas, issues and examples together. Students can also group differences and contrasts together.  4. As a class, students should then rank the similarities and differences in order of importance, and select from this list the three most important similarities and two most important differences.  5. Dividing the class into groups, allocate to each group a section of an essay to write.  6. The task for each group: construct your allocated paragraph in response to the topic supplied. The groups responsible for the introduction and conclusion will follow the conventions of how to write an opening or closing for a comparative response (this has already been taught explicitly in class). The groups responsible for writing each body paragraph will need to refer to both set texts, incorporate examples from both texts into their comparison and link their ideas with appropriate transitions.  7. Each group will then share their paragraph with the class (in the correct order: introduction, body paragraphs and conclusion) via email or in a google document or another electronic form. This will mean that each member of the class will have a complete comparative response to use as a model. |

[Sample approach to developing an assessment task — Unit 4](#Unit4)

* [Performance descriptors](#PerformanceDescriptors) provide a guide to the levels of performance typically demonstrated within each range on the assessment task/s. The performance descriptors for each outcome identify the qualities or characteristics expected in a student response.

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| **Area of Study 2: Presenting argument** | |
| **Outcome 2**: | **Examples of learning activities** |
| Construct a sustained and reasoned point of view on an issue currently debated in the media. | * EAL brainstorm the conventions of oral presentations, such as pitch, timing, pace and eye contact on a board/screen; discuss these and define each term; create a glossary of these terms for future reference * provide a copy of the assessment rubric and focus on the oral language conventions; discuss the qualities and characteristics of a high scoring oral presentation of a point of view * EAL as a class, watch a series of online persuasive speeches (TED talks, debates, lectures or political speeches); use a grid that lists a number of persuasive oral language conventions and note an example of each convention used; share responses with class * refer to the online speeches and respond to the question: Which oral language conventions were the most effective? Why? * EAL distribute a copy of five different persuasive texts that present the reader with a clear position on an issue; read each text carefully with the class and individually summarise in one sentence the point of view presented in each text * as a class, view a speech online, e.g. Pearl Gibbs (1938), Winston Churchill (1940), Martin Luther King (1963) and Julia Gillard (2012); provide a transcript of the viewed speech; read through the transcript as a class and individually highlight examples of argument, language use and oral conventions that help position the reader * EAL in pairs, read the transcript of a speech and highlight the contention, supporting argument and evidence used in each paragraph * in pairs, use a mobile device to video each other reading the transcript; critique each other and evaluate the oral language techniques that were the most effective |

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| [**Detailed example**](file://VCAAFS01/Curriculum$/VCE/Implementation/2015/Detailed%20example) |
| **HOW TO CONSTRUCT AN ARGUMENT**  To create their own oral presentation of a point of view, students will need to become familiar with the conventions of persuasive texts, such as structure and language, as well as oral language conventions. The following learning activities may be useful in preparation for the SAC.  1. Upon completion of an in-depth study of a range of persuasive written and oral texts, students consider one issue presented in three texts, for example:   * letter to editor, speech and blog * opinion piece, editorial and debate * website, online forum and feature article * political cartoon, radio transcript and news report * speech, comment piece and photograph   2. Divide the class into groups of four to five students and allocate one issue per group. Each group should:   * Read each text. * Identify the contention, main arguments and persuasive language used in each. * List the main arguments that support the position being presented. * Establish the opposing argument for each listed. * Choose the point of view on the issue that appears to have the most support through the quality of the arguments and the evidence provided. * Prioritise the five most convincing arguments on the issue. * Allocate one argument per group member.   3. Each group member should:   * Use the argument to construct one persuasive paragraph that could be used in a speech. The paragraph needs to include: the argument, supporting evidence and an explanation of the argument. * Post their paragraph in a shared space with the other paragraphs in the group.   4. Each group should:   * Consider the five completed paragraphs. * Arrange the paragraphs into a logical order that shows the development of the argument. |

Sample approach to developing an   
assessment task

Unit 3

Outcome 1

Produce an analytical interpretation of a selected text, and a creative response to a different selected text.

This sample approach focuses on the first part of the outcome.

Step 1: Define the parameters of the outcome and the related assessment task options

Read the outcome and key knowledge and skills for Unit 3 Area of Study 1: Reading and creating texts carefully and consider what evidence could be gathered to demonstrate student learning. It should be noted that each key knowledge and skill does not need to be individually identifiable in the task nor should the task focus on too narrow a range of key knowledge and skills.

Step 2: Examine the assessment advice in this handbook

Unpack the performance descriptors as they provide a clear indication of qualities and characteristics that you are looking for in a student response.

For example, a response for this outcome would need to demonstrate an ability to construct a detailed written interpretation of a text, supported by textual evidence and including appropriate metalanguage.

Step 3: Design the assessment task

The requirements of the task will be determined by the selected text. The following is an example of an assessment task based on the text *Twelve Angry Men*.

Note that question (i) relates to knowledge about characters and the reader’s interpretation, and question (ii) relates to the author’s choices and character.

Twelve Angry Men

i. ‘The interaction between the jurors hinders rather than facilitates the deliberation.’  
To what extent do you agree?

OR

ii. Why is it so difficult for the jury in *Twelve Angry Men* to reach its final verdict?

Step 4: Determining teaching and learning activities

For Unit 3 Outcome 1, the teacher plans a sequence of teaching and learning activities that will enable students to develop knowledge and skills. This will include opportunities to analyse the structures, features and conventions of the selected text to explore how these elements have been chosen by the author in order to construct meaning, and to examine how they affect interpretation.

Teaching and learning activities that could support students to prepare for this assessment include:

* Undertaking an analysis of reviews of the selected text to identify and discuss different interpretations.
* Working in groups to conduct a close analysis of extracts from the selected text to identify some of the ways in which the author expresses or implies a point of view or values; the groups can then present their findings to the class.
* Developing character analyses which describe the ways in which the author has created the character, for example through the language used in dialogue, the descriptions of appearance and behaviour, the reactions of other characters, and the use of narrative voice.
* Mapping the structure of the text to identify ways in which this might influence a reader’s interpretation.
* Reading through the text aloud and practising identifying appropriate textual evidence to support a specific point of view.
* In groups, brainstorming and identifying the metalanguage needed to discuss, interpret and present a point of view in regard to a text, compiling words and phrases into a word-bank for later use.

Other considerations

When to assess the students

The teacher must decide the most appropriate time to set this task. This decision is the result of several considerations including:

* the estimated time it will take to cover the key knowledge and skills for the outcome
* when tasks are being conducted in other subjects and the workload implications for students
* where there are multiple classes in English/EAL, a common School-assessed Coursework scheduling is advisable.

*Marking the task*

The marking scheme used to assess a student's level of performance should reflect the relevant aspects of the [Performance descriptors](#PerformanceDescriptors) and be explained to students before starting the task.

Unit 3 EAL

Outcome 3

Comprehend a spoken text.

Step 1: Define the parameters of the outcome and the related assessment task options

Read the outcome and key knowledge and skills for Unit 3 Area of Study 3: Listening to texts carefully and consider what evidence could be gathered to demonstrate student learning. It should be noted that each key knowledge and skill does not need to be individually identifiable in the task nor should the task focus on too narrow a range of key knowledge and skills.

Step 2: Examine the assessment advice in this handbook

Unpack the performance descriptors as they provide a clear indication of qualities and characteristics that you are looking for in a student response.

For example, a response for this outcome would need to demonstrate an ability to comprehend a spoken text through short-answer responses and note-form summaries that move from a literal to an inferential understanding of the text.

Step 3: Design the assessment task

The requirements of the task will be determined by the selected text. The following is an example of an assessment task:

1. Select an audio text that is approximately 5 minutes in length. The focus of the text could be on a human experience, where an individual or group has been challenged or has triumphed over adversity. This could be presented to students as an interview or a transcript.

2. Provide students with the appropriate background and contextual information they need to understand the background to the text.

3. Provide students with definitions of any technical or idiomatic words that appear in the text that may be outside experience of your class.

4. Construct a series of questions that gradually move from the literal to the inferential about the audio text. These questions may require short-answer and/or note-form summary responses.

5. Provide students with the appropriate classroom conditions to listen closely and carefully to the text without interruption, and then give students time to complete their written responses to the text.

Step 4: Determining teaching and learning activities

For Unit 3 Outcome 3, the teacher plans a sequence of teaching and learning activities that will enable students to develop pre-task knowledge and skills. This will include opportunities to listen to and discuss a range of different audio sequences where students can explore the context and purpose of the text, the structure and language of the text, as well as the delivery including intonation, stress, rhythm, pitch, timing and volume of the speaker/s.

Teaching and learning activities that could support students to prepare for this assessment include:

1. Listening to an audio interview from a station such as ABC Radio National and asking students to record a summary of the interview in their own words.

2. Providing students with a transcript of a conversation between two speakers. In groups of three, ask two students to adopt the roles of speakers with the third student being allocated the role of listener. The pair of students read the text aloud and the third student listens to the exchange. The speakers pose questions to the listener about the conversation that took place. The listener responds to the questions in oral form.

3. Asking students to record a short paragraph about their life on an audio file. In small groups, play the recording and, in turn, have each student ask one question to the speaker about their life. The speaker is then required to respond to the question.

4. Teaching a lesson on the differences between open and closed questions, ask students to write five open questions and five closed questions about a general topic such as the weather, a key incident in the news and so on.

5. Reading a detailed paragraph from an everyday text and then constructing five open questions that will elicit more information from it.

Other considerations

*When to assess the students*

The teacher must decide the most appropriate time to set this task. This decision is the result of several considerations including:

* the estimated time it will take to cover the key knowledge and skills for the outcome
* when tasks are being conducted in other subjects and the workload implications for students
* where there are multiple classes in English/EAL, a common School-assessed Coursework scheduling is advisable.

*Marking the task*

The marking scheme used to a assess student's level of performance should reflect the relevant aspects of the [Performance descriptors](#PerformanceDescriptors) and be explained to students before starting the task.

Unit 4

Outcome 1

Produce a detailed comparison which analyses how two selected texts present ideas, issues and themes.

Step 1: Define the parameters of the outcome and the related assessment task options

Read the outcome and key knowledge and skills for Unit 3 Area of Study 1: Reading and comparing texts carefully and consider what evidence could be gathered to demonstrate student learning. It should be noted that each key knowledge and skill does not need to be clearly identifiable in the task nor should the task focus on too narrow a range of key knowledge and skills.

Step 2: Examine the assessment advice in this handbook

Unpack the performance descriptors as they provide a clear indication of qualities and characteristics that you are looking for in a student response.

For example, a response for this outcome would need to demonstrate an understanding of the ideas, issues and themes presented in the pair of texts, the similarities and/or differences between them, and the ways that form influence meaning.

Step 3: Design the assessment task

The requirements of the task will be determined by the two selected texts. The following is an example of an assessment task based on the text pair: *Nineteen Eighty-Four* by George Orwell and *Stasiland* by Anna Funder. (Please note: this pair of texts is a sample only.)

Pairs of texts set for study will appear on List 2 of the approved English/EAL Text List for that year.

***Nineteen Eighty-Four and Stasiland***

i. How do the authors of *Nineteen Eighty Four* and *Stasiland* explore the destruction of history and the effect this has on the characters?

OR

ii. Compare *Nineteen* *Eighty-Four* and *Stasiland* using the following quotations as the basis for your response:

* ‘Everything faded into mist. The past was erased, the erasure was forgotten, the lie became truth.’ *Nineteen Eighty-Four*
* ‘I look at the box in her arms and know that you cannot destroy your past, nor what it does to you.’ *Stasiland*

Step 4: Determining teaching and learning activities

For Unit 4 Outcome 1, the teacher plans a sequence of teaching and learning activities that will enable students to develop knowledge and skills. This will include opportunities to analyse the ideas, issues and themes of the selected pair of texts, and to explore the similarities and/or differences between them, the ways in which form influences meaning and the extent to which a comparison of two texts provides an opportunity for deeper and richer reflection.

Teaching and learning activities that could support students to prepare for this assessment include:

* Brainstorming the similarities and/or differences between the two texts.
* Creating a Venn diagram to represent the connections and differences between the pair of texts.
* Identifying the key features, structures and language of the forms of texts in the pair, and designing posters that illustrate these conventions in a visual format.
* Using the various conventions of each text type in the pair, ask students to identify the similarities and/or differences between aspects such as the protagonists, the setting and the key events.
* Analysing a key passage from each text and highlighting the features, structures and language that illustrate the connections between the pair.
* Writing short comparative paragraphs on an idea, issue or theme that appears in both texts that are selected at random by the teacher. Students have 15 minutes to write each paragraph before moving onto the next.
* Filling in the missing connectives that have been omitted from sample cloze passages that compare the two texts.

Other considerations

*When to assess the students*

The teacher must decide the most appropriate time to set this task. This decision is the result of several considerations including:

* the estimated time it will take to cover the key knowledge and skills for the outcome
* when tasks are being conducted in other subjects and the workload implications for students
* where there are multiple classes in English/EAL, a common School-assessed Coursework scheduling is advisable.

*Marking the task*

The marking scheme used to assess students' level of performance should reflect the relevant aspects of the [Performance descriptors](#PerformanceDescriptors) and be explained to students before starting the task.

Performance Descriptors

VCE English

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| **VCE ENGLISH**  **SCHOOL-ASSESSED COURSEWORK** | | | | | |
| **Performance Descriptors** | | | | | |
|  | | | | | |
| ***Unit 3***  ***Outcome 1***  ***Part 1***  ***Produce an analytical interpretation of a selected text.*** | **DESCRIPTOR: typical performance in each range** | | | | |
| **Very low** | **Low** | **Medium** | **High** | **Very high** |
| Limited understanding of the world of the text with reference to the values it expresses. Limited awareness of how the author has responded to different contexts, audiences and purposes. | Some understanding of the world of the text through an analysis of the values it expresses. Some awareness of how the author has responded to different contexts, audiences and purposes. | Satisfactory understanding of the world of the text through an analysis of the explicit and implied values it expresses, and how the author has responded to different contexts, audiences and purposes. | Thorough understanding of the world of the text through a detailed analysis of the explicit and implied values it expresses, and how the author has responded to different contexts, audiences and purposes. | Sophisticated understanding of the world of the text through an insightful analysis of the explicit and implied values it expresses, and how the author has responded to different contexts, audiences and purposes. |
| Limited interpretation of textual meaning that makes little attempt to analyse features of the text. Limited reference  to the text. | Some interpretation of textual meaning through a broad analysis of features of the text. Some use of textual evidence to justify the interpretation. | Clear and appropriate interpretation  of textual meaning through a close analysis of features of the text. Suitable use of textual evidence to justify the interpretation. | Comprehensive and logical interpretation of textual meaning through a close analysis of features of the text. Careful use of textual evidence to justify the interpretation. | Sustained and insightful interpretation  of textual meaning through a complex analysis of features of the text. Considered and accurate use of textual evidence to justify the interpretation. |
| Limited use of the features of an analytical interpretation. | Some use of the features of an analytical interpretation including the use of structure, conventions and language, including the use of metalanguage. | Sound control of the features of an analytical interpretation including the appropriate use of structure, conventions and language, including  the use of relevant metalanguage. | Careful control of the features of an analytical interpretation including the careful use of structure, conventions and language, including the use of relevant metalanguage. | Skilful control of the features of an analytical interpretation including the highly proficient use of structure, conventions and language, including  the use of relevant metalanguage. |
| Written language that shows limited control of spelling, punctuation and syntax of standard Australian English. | Mostly clear written language that employs some conventions of spelling, punctuation and syntax of standard Australian English. | Generally fluent and coherent written language that employs the appropriate use of spelling, punctuation and syntax of standard Australian English | Expressive, fluent and coherent written language that employs the appropriate and accurate use of spelling, punctuation and syntax of Standard Australian English. | Highly expressive, fluent and coherent written language that employs the  skilful and accurate use of spelling, punctuation and syntax of Standard Australian English. |

KEY to marking scale based on the Outcome contributing 30 marks

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| --- | --- | --- | --- | --- |
| Very low 1–6 | Low 7–12 | Medium 13–18 | High 19–24 | Very high 25–30 |

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| **VCE ENGLISH**  **SCHOOL-ASSESSED COURSEWORK** | | | | | |
| **Performance Descriptors** | | | | | |
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| ***Unit 3***  ***Outcome 1***  ***Part 2***  ***Produce a creative response  to a different selected text.*** | **DESCRIPTOR: typical performance in each range** | | | | |
| **Very low** | **Low** | **Medium** | **High** | **Very high** |
| Limited understanding of the original text through reference to moments, characters and themes from the text. | Some understanding of the original text through reference to moments, characters and themes from the text. | Satisfactory understanding of the original text through considered selection of key moments, characters and themes worthy of exploration. | Thorough understanding of the original text through thoughtful selection of key moments, characters and themes worthy of exploration. | Sophisticated and complex understanding of the original text through insightful selection of key moments, characters and themes worthy of exploration. |
| Limited development of style by using language and literary devices, with little consideration of the original text. | Some development of style by using language and literary devices to generate responses, with some consideration of the original text. | Clear development of voice and style by transforming and adapting language and literary devices to generate responses, with appropriate consideration of the original text. | Considered development of voice and style by competently transforming and adapting language and literary devices to generate particular responses, with strong consideration of the original text. | Sustained development of voice and style by skilfully transforming and adapting language and literary devices to generate particular responses, with insightful consideration of the original text. |
| Written or oral language that shows limited control of conventions. | Mostly clear written or oral language that employs some conventions to attempt stylistic effect. | Generally fluent and coherent written or oral language that employs the appropriate use of conventions for stylistic effect. | Expressive, fluent and coherent written or oral language that employs the appropriate and accurate use of conventions for stylistic effect. | Highly expressive, fluent and coherent written or oral language that employs the skilful and accurate use of appropriate conventions for stylistic effect. |
| Limited justification of decisions related to content and approach made during the creative process with some reference to the original text and purpose, audience and context. | Some justification of decisions related to selected content and approach made during the creative process, demonstrating tenuous connections to the original text and some understanding of purpose, audience and context. | Sound justification of decisions related to selected content and approach made during the creative process, demonstrating solid connections to the original text and understanding of purpose, audience and context. | Thorough justification of decisions related to selected content and approach made during the creative process, demonstrating relevant connections to the original text and clear understanding of purpose, audience and context. | Insightful justification of decisions related to selected content and approach made during the creative process, demonstrating meaningful connections to the original text and complex understanding of purpose, audience and context. |

KEY to marking scale based on the Outcome contributing 30 marks

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Very low 1–6 | Low 7–12 | Medium 13–18 | High 19–24 | Very high 25–30 |

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| **VCE ENGLISH**  **SCHOOL-ASSESSED COURSEWORK** | | | | | |
| **Performance Descriptors** | | | | | |
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| ***Unit 3***  ***Outcome 2***  ***Analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.*** | **DESCRIPTOR: typical performance in each range** | | | | |
| **Very low** | **Low** | **Medium** | **High** | **Very high** |
| Limited understanding of the arguments presented in the texts showing limited awareness of how they have been constructed to position audiences. | Some understanding of the arguments presented in the texts showing some awareness of how they have been constructed to position audiences. | Sound and clear understanding of the arguments presented in the texts and how they have been constructed to position audiences. | Detailed and accurate understanding of the arguments presented in the texts and how they have been constructed to position audiences. | Comprehensive and complex understanding of the arguments presented in the texts and how they have been constructed to position audiences. |
| Limited analysis and comparison of arguments with some reference to the texts. | Some analysis and comparison of arguments with limited discussion of the intent and development of the arguments, persuasive use of language and the impact of the texts. Some use of textual evidence to justify the analysis. | Clear and appropriate analysis and comparison of arguments with broad discussion of the intent and development of the arguments, persuasive use of language and the impact of the texts. Suitable use of textual evidence to justify the analysis. | Detailed and careful analysis and comparison of arguments with thoughtful discussion of the intent and development of the arguments, persuasive use of language and the impact of the texts. Careful use of textual evidence to justify the analysis. | Sophisticated and insightful analysis and comparison of arguments with complex discussion of the intent and development of the arguments, persuasive use of language and the impact of the texts. Considered and accurate use of textual evidence to justify the analysis. |
| Limited control of the features of comparative analysis. | Some control of the features of comparative analysis, including the use of structure, conventions and language, including the use of metalanguage. | Sound control of the features of comparative analysis, including the appropriate use of structure, conventions and language, including the use of relevant metalanguage. | Careful control of the features of comparative analysis, including the careful use of structure, conventions and language, including the use of relevant metalanguage. | Skilful control of the features of comparative analysis, including the highly proficient use of structure, conventions and language, including the use of relevant metalanguage. |
| Written language that shows limited control of spelling, punctuation and syntax of Standard Australian English. | Mostly clear written language that employs some conventions of spelling, punctuation and syntax of Standard Australian English. | Generally fluent and coherent written language that employs the appropriate use of spelling, punctuation and syntax of Standard Australian English. | Expressive, fluent and coherent written language that employs the appropriate and accurate use of spelling, punctuation and syntax of Standard Australian English. | Highly expressive, fluent and coherent written language that employs the skilful and accurate use of spelling, punctuation and syntax of Standard Australian English. |

KEY to marking scale based on the Outcome contributing 40 marks

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| Very low 1–8 | Low 9–16 | Medium 17–24 | High 25–32 | Very high 33–40 |

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| --- | --- | --- | --- | --- | --- |
| **VCE ENGLISH**  **SCHOOL-ASSESSED COURSEWORK** | | | | | |
| **Performance Descriptors** | | | | | |
|  | | | | | |
| ***Unit 4***  ***Outcome 1***  ***Produce a detailed comparison which analyses how two selected texts present ideas, issues and themes*** | **DESCRIPTOR: typical performance in each range** | | | | |
| **Very low** | **Low** | **Medium** | **High** | **Very high** |
| Limited understanding of the texts and how they convey ideas, issues and themes from different perspectives. | Some understanding of the texts and how they convey ideas, issues and themes from different perspectives. Identification of some connections between the texts. | Satisfactory understanding of the texts and how they convey ideas, issues and themes from different perspectives. Identification of relevant connections and areas for comparison. | Thorough understanding of the texts and how they convey ideas, issues and themes from different perspectives. Identification of meaningful connections and areas for comparison. | Sophisticated understanding of the texts and how they convey ideas, issues and themes from different perspectives. Identification of highly significant connections and areas for comparison. |
| Limited understanding of the ideas, issues and themes in both texts through some attempts at analysis of the similarities and/or differences. Limited reference to the text. | Comparison that presents some understanding of the ideas, issues and themes in both texts through broad analysis of the similarities and/or differences. Some use of textual evidence to support the comparison. | Clear and appropriate comparison that presents an understanding of the ideas, issues and themes in both texts through close analysis of the similarities and/or differences. Suitable use of textual evidence to support the comparative analysis. | Thoughtful and effective comparison that presents a detailed understanding of the ideas, issues and themes in both texts through close analysis of the similarities and/or differences. Careful use of textual evidence to support the comparative analysis. | Sustained and insightful comparison that presents an enriched understanding of the ideas, issues and themes in both texts through complex analysis of the similarities and/or differences. Considered use of textual evidence to support the comparative analysis. |
| Limited control of the features of comparative analysis. | Some control of the features of comparative analysis, including the use of structure, conventions and language, including the use of metalanguage. | Sound control of the features of comparative analysis, including the appropriate use of structure, conventions and language, including the use of relevant metalanguage. | Careful control of the features of comparative analysis, including the careful use of structure, conventions and language, including the use of relevant metalanguage | Skilful control of the features of comparative analysis, including the highly proficient use of structure, conventions and language, including the use of relevant metalanguage |
| Written language that shows limited control of spelling, punctuation and syntax of Standard Australian English. | Mostly clear written language that employs some conventions of spelling, punctuation and syntax of Standard Australian English. | Generally fluent and coherent written language that employs the appropriate use of spelling, punctuation and syntax of Standard Australian English. | Expressive, fluent and coherent written language that employs the appropriate and accurate use of spelling, punctuation and syntax of Standard Australian English. | Highly expressive, fluent and coherent written language that employs the skilful and accurate use of spelling, punctuation and syntax of Standard Australian English. |

KEY to marking scale based on the Outcome contributing 60 marks

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Very low 1–12 | Low 13–24 | Medium 25–36 | High 37–48 | Very high 49–60 |

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| **VCE ENGLISH**  **SCHOOL-ASSESSED COURSEWORK**  **Performance Descriptors** | | | | | | | |
|  | |  | | | | | |
| ***Unit 4***  ***Outcome 2***  ***Construct a sustained and reasoned point of view on an issue currently debated in the media.*** | **DESCRIPTOR: typical performance in each range** | | | | | | |
|  | | **Very low** | **Low** | **Medium** | **High** | **Very high** |
| 10 | | Limited articulation of the intention of decisions related to content and approach made during the planning process with some reference to purpose, audience and context. | Basic articulation of the intention of decisions related to selected content and approach made during the planning process, demonstrating some understanding of purpose, audience and context. | Sound articulation of the intention of decisions related to selected content and approach made during the planning process, demonstrating solid understanding of purpose, audience and context. | Thorough articulation of the intention of decisions related to selected content and approach made during the planning process, demonstrating clear understanding of purpose, audience and context. | Insightful articulation of the intention of decisions related to selected content and approach made during the planning process, demonstrating complex understanding of purpose, audience and context. |
| 30 | | Limited understanding of the issue. Few references made to information and evidence. | Some understanding of the issue through the selection of acknowledged information and evidence used to support particular positions. | Satisfactory understanding of the issue through the selection and synthesis of acknowledged information and evidence used to support particular positions. | Detailed understanding of the issue through the careful selection and synthesis of appropriately acknowledged information and evidence used to support particular positions. | Thorough and detailed understanding of the issue through the meticulous selection and synthesis of appropriately acknowledged information and evidence used to support particular positions. |
| Limited understanding or development of arguments. Some attempts to position the audience. | Some understanding of arguments demonstrated through the development of arguments that position the audience to support some of the points of view presented. | Sound understanding of argument demonstrated through development of broad and reasoned arguments that position the audience to support the points of view presented. | Detailed understanding of argument demonstrated through development of reasoned and credible arguments that position the audience to support the points of view presented. | Sophisticated and insightful understanding of argument demonstrated through the development of reasoned and convincing arguments that position the audience to support the points of view presented. |
| Limited control of oral language conventions. | Some relevant oral language conventions employed to position an audience. | Generally fluent and coherent oral language that employs the appropriate use of conventions to position an audience. | Persuasive, fluent and coherent oral language that employs the appropriate and accurate use of conventions to position an audience. | Highly persuasive, fluent and coherent oral language that employs the skilful use of appropriate conventions to position an audience. |

KEY to marking scale based on the Outcome contributing 40 marks

Statement of intention

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Very Low 1–2 | Low 3–4 | Medium 5–6 | High 7–8 | Very High 9–10 |

Point of view

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Very Low 1–6 | Low 7–12 | Medium 13–18 | High 19–24 | Very High 25–30 |

VCE English as an Additional Language

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| **VCE ENGLISH AS AN ADDITIONAL LANGUAGE**  **SCHOOL-ASSESSED COURSEWORK** | | | | | |
| **Performance Descriptors** | | | | | |
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| ***Unit 3***  ***Outcome 1***  ***Option 1 Produce an analytical interpretation of a selected text.*** | **DESCRIPTOR: typical performance in each range** | | | | |
| **Very low** | **Low** | **Medium** | **High** | **Very high** |
| Limited understanding of the world of the text with reference to the values it expresses. Limited awareness of how the author has responded to different contexts, audiences and purposes. | Some understanding of the world of the text through a basic analysis of the values it expresses. Some awareness of how the author has responded to different contexts, audiences and purposes. | Satisfactory understanding of the world of the text through some analysis of the explicit and implied values it expresses, and how the author has responded to different contexts, audiences and purposes. | Clear understanding of the world of the text through a competent analysis of the explicit and implied values it expresses, and how the author has responded to different contexts, audiences and purposes. | Thorough understanding of the world of the text through a detailed analysis of the explicit and implied values it expresses, and how the author has responded to different contexts, audiences and purposes. |
| Limited interpretation that makes little attempt to analyse features of the text with some reference to the text. | Some interpretation of textual meaning through a general analysis of features of the text. Some use of textual evidence to justify the interpretation. | Clear and appropriate interpretation  of textual meaning through a close analysis of features of the text. Suitable use of textual evidence to justify the interpretation. | Coherent and logical interpretation  of textual meaning through a close analysis of features of the text. Careful use of textual evidence to justify the interpretation. | Comprehensive and insightful interpretation of textual meaning through a complex analysis of features of the text. Considered and accurate use of textual evidence to justify the interpretation. |
| Limited use of the features of an analytical interpretation. | Some use of the features of an analytical interpretation including the use of structure, conventions and language, including the use of metalanguage. | Sound control of the features of an analytical interpretation including the generally appropriate use of structure, conventions and language, including the use of relevant metalanguage. | Careful control of the features of an analytical interpretation including the considered use of structure, conventions and language, including the use of relevant metalanguage. | Skilful control of the features of an analytical interpretation including the proficient use of structure, conventions and language, including the use of relevant metalanguage. |
| Written language that shows limited control of spelling, punctuation and syntax of Standard Australian English. | Written language that employs some conventions of spelling, punctuation and syntax of Standard Australian English. | Mostly clear written language that employs the appropriate use of spelling, punctuation and syntax of Standard Australian English. | Generally fluent and coherent written language that employs the appropriate and accurate use of spelling, punctuation and syntax of Standard Australian English. | Highly fluent and coherent written language that employs the considered and accurate use of spelling, punctuation and syntax of Standard Australian English. |

KEY to marking scale based on the Outcome contributing 40 marks

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Very Low 1–8 | Low 9–16 | Medium 17–24 | High 25–32 | Very High 33–40 |

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| --- | --- | --- | --- | --- | --- |
| **VCE ENGLISH AS AN ADDITIONAL LANGUAGE**  **SCHOOL-ASSESSED COURSEWORK** | | | | | |
| **Performance Descriptors** | | | | | |
|  | | | | | |
| ***Unit 3***  ***Outcome 1***  ***Option 2 Produce a creative response to a different selected text.*** | **DESCRIPTOR: typical performance in each range** | | | | |
| **Very low** | **Low** | **Medium** | **High** | **Very high** |
| Limited understanding of the original text through reference to moments, characters and themes from the text. | Some understanding of the original text through reference to moments, characters and themes from the text. | Satisfactory understanding of the original text through considered selection of key moments, characters and themes worthy of exploration. | Clear understanding of the original text through thoughtful selection of key moments, characters and themes worthy of exploration. | Thorough understanding of the original text through insightful selection of key moments, characters and themes worthy of exploration. |
| Limited development of style by using language and literary devices, with little consideration of the original text. | Some development of style by using language and literary devices to generate responses, with some consideration of the original text. | Clear development of voice and style by transforming and adapting language and literary devices to generate responses, with appropriate consideration of the original text. | Considered development of voice and style by competently transforming and adapting language and literary devices to generate particular responses, with relevant consideration of the original text. | Skilful development of voice and style by carefully transforming and adapting language and literary devices to generate particular responses, with relevant and thoughtful consideration  of the original text. |
| Written or oral language that shows limited control of conventions. | Written or oral language that employs some conventions to attempt stylistic effect. | Mostly fluent and coherent written or oral language that employs the appropriate use of conventions for stylistic effect. | Generally fluent and coherent written  or oral language that employs the appropriate and accurate use of conventions for stylistic effect. | Highly expressive, fluent and coherent written or oral language that employs the considered use of appropriate conventions for stylistic effect |
| Limited justification of decisions related to content and approach made during the creative process with some reference to the original text and purpose, audience and context. | Some justification of decisions related  to selected content and approach  made during the creative process, demonstrating tenuous connections  to the original text and some understanding of purpose, audience  and context. | Sound justification of decisions related to selected content and approach  made during the creative process, demonstrating solid connections to  the original text and understanding  of purpose, audience and context. | Thorough justification of decisions related to selected content and approach made during the creative process, demonstrating relevant connections to the original text and  clear understanding of purpose, audience and context. | Insightful justification of decisions related to selected content and approach made during the creative process, demonstrating meaningful connections to the original text and complex understanding of purpose, audience and context |

KEY to marking scale based on the Outcome contributing 40 marks

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Very Low 1–8 | Low 9–16 | Medium 17–24 | High 25–32 | Very High 33–40 |

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| **VCE ENGLISH AS AN ADDITIONAL LANGUAGE**  **SCHOOL-ASSESSED COURSEWORK** | | | | | | |
| **Performance Descriptors** | | | | | | |
|  | | | | | | |
| ***Unit 3***  ***Outcome 2***  ***Analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.*** | **DESCRIPTOR: typical performance in each range** | | | | | |
|  | **Very low** | **Low** | **Medium** | **High** | **Very high** |
| 10 | Identification of contention and persuasive language in at least one text presenting a point of view. Attempt at short answer responses and/or note form summaries. | Identification of contention and persuasive language in one or two texts presenting a point of view. Evidence of short answer responses and/or note form summaries. | Demonstration of an understanding of multiple texts presenting a point of view. Adequate and generally clear short answer responses and/or note form summaries. | Detailed understanding of multiple texts presenting a point of view. Thoughtful and coherent short answer responses and/or note form summaries. | Thorough understanding of multiple texts presenting a point of view. Considered and sophisticated short answer responses and/or note form summaries. |
| 30 | Limited understanding of the arguments presented in the texts showing limited awareness of how they have been constructed to position audiences. | Some understanding of the arguments presented in the texts showing basic awareness of how they have been constructed to position audiences. | Satisfactory understanding of the arguments presented in the texts and how they have been constructed to position audiences. | Clear understanding of the arguments presented in the texts and how they have been constructed to position audiences. | Thorough understanding of the arguments presented in the texts and how they have been constructed to position audiences. |
| Limited analysis and comparison of arguments with some reference to the texts. | Some analysis and comparison of arguments with limited discussion of the intent and development of the arguments, persuasive use of language and the impact of the texts. Some use of textual evidence to justify the analysis. | Clear and appropriate analysis and comparison of arguments with broad discussion of the intent and development of the arguments, persuasive use of language and the impact of the texts. Suitable use of textual evidence to justify the analysis. | Coherent analysis and comparison of arguments with thoughtful discussion of the intent and development of the arguments, persuasive use of language and the impact of the texts. Careful use of textual evidence to justify the analysis. | Comprehensive analysis and comparison of arguments with complex discussion of the intent and development of the arguments, persuasive use of language and the impact of the texts. Considered and accurate use of textual evidence to justify the analysis. |
| Written language that shows limited control of spelling, punctuation and syntax of Standard Australian English. | Written language that employs some conventions of spelling, punctuation and syntax of Standard Australian English. | Mostly clear written language that employs the appropriate use of spelling, punctuation and syntax of Standard Australian English. | Generally fluent and coherent written language that employs the appropriate and accurate use of spelling, punctuation and syntax of Standard Australian English. | Highly fluent and coherent written language that employs the skilful and accurate use of spelling, punctuation and syntax of Standard Australian English. |

KEY to marking scale based on the Outcome contributing 40 marks

Short-answer responses and note form summaries.

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| Very Low 1–2 | Low 3–4 | Medium 5–6 | High 7–8 | Very High 9–10 |

Analysis and comparison of argument

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Very Low 1–6 | Low 7–12 | | Medium 13–18 | | High 19–24 | | Very High 25–30 | |
| **VCE ENGLISH AS AN ADDITIONAL LANGUAGE**  **SCHOOL-ASSESSED COURSEWORK** | | | | | | | | | | |
| **Performance Descriptors** | | | | | | | | | | |
|  | | | | | | | | | | |
| ***Unit 3***  ***Outcome 3***  ***Comprehend a spoken text.*** | | **DESCRIPTOR: typical performance in each range** | | | | | | | | |
| **Very low** | | **Low** | | **Medium** | | **High** | | **Very high** |
| Limited understanding of the ideas explicitly stated in the text and limited awareness of the context. | | Some understanding of the ideas explicitly stated in the text and an awareness of the ideas implied in the text, making vague references to the context presented. | | Competent understanding of the ideas explicitly stated and some understanding of the ideas implied in the text, making some references to these ideas in the context presented. | | Detailed understanding of the ideas explicitly stated and reasonable understanding of the ideas implied in the text, making references to those ideas in the context presented. | | Sophisticated and insightful understanding of the ideas explicitly stated and implied in the text, making appropriate reference to these ideas in the context presented. |
| Limited understanding of the ways in which the speaker/s use the conventions of spoken English. | | Some understanding of some of the ways in which the speaker/s use the conventions of spoken English to communicate the ideas and meaning. | | Clear understanding of some of the ways in which the speaker/s use the conventions of spoken English to communicate the ideas and meaning. | | Detailed understanding of the ways the speaker/s use the conventions of spoken English to communicate the ideas and meaning. | | Demonstrates perceptive insights into the ways the speaker/s use the conventions of spoken English to communicate the ideas and meaning. |
| When responding to the spoken text, writing with limited control of the conventions of written Standard Australian English. | | When responding to the spoken text, writing with some control of the conventions of written Standard Australian English. | | When responding to the spoken text, clear writing with sound control of the conventions of spelling, punctuation and syntax of Standard Australian English. | | When responding to the spoken text, use of fluent and coherent writing applying the conventions of spelling, punctuation and syntax of Standard Australian English. | | When responding to the spoken text, use of highly fluent, coherent and succinct writing, applying the conventions of spelling, punctuation and syntax of Standard Australian English consistently. |

KEY to marking scale based on the Outcome contributing 20 marks

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

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| **VCE ENGLISH AS AN ADDITIONAL LANGUAGE**  **SCHOOL-ASSESSED COURSEWORK** | | | | | |
| **Performance Descriptors** | | | | | |
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| ***Unit 4***  ***Outcome 1***  ***Produce a detailed comparison which analyses how two selected texts present ideas, issues and themes.*** | **DESCRIPTOR: typical performance in each range** | | | | |
| **Very low** | **Low** | **Medium** | **High** | **Very high** |
| Limited understanding of the texts and how they convey ideas, issues and themes from different perspectives. | Some understanding of the texts and how they convey ideas, issues and themes from different perspectives. Identification of some connections between the texts. | Satisfactory understanding of the texts and how they convey ideas, issues and themes from different perspectives. Identification of relevant connections and areas for comparison. | Clear understanding of the texts and how they convey ideas, issues and themes from different perspectives. Identification of meaningful connections and areas for comparison. | Thorough understanding of the texts and how they convey ideas, issues and themes from different perspectives. Identification of highly significant connections and areas for comparison. |
| Limited understanding of the ideas, issues and themes in both texts through an attempt at analysis of the similarities and/or differences. Limited reference to the text. | Comparison that presents some understanding of the ideas, issues and themes in both texts through broad analysis of the similarities and/or differences. Some use of textual evidence to support the comparison. | Clear and appropriate comparison that presents an understanding of the ideas, issues and themes in both texts through close analysis of the similarities and/or differences. Suitable use of textual evidence to support the comparative analysis. | Coherent comparison that presents a detailed understanding of the ideas, issues and themes in both texts through close analysis of the similarities and/or differences. Careful use of textual evidence to support the comparative analysis. | Comprehensive comparison that presents an enriched understanding of the ideas, issues and themes in both texts through complex analysis of the similarities and/or differences. Considered use of textual evidence to support the comparative analysis. |
| Limited control of the features of comparative analysis. | Some control of the features of comparative analysis, including the use of structure, conventions and language, including the use of metalanguage. | Sound control of the features of comparative analysis, including the appropriate use of structure, conventions and language, including  the use of relevant metalanguage. | Careful control of the features of comparative analysis, including the careful use of structure, conventions and language, including the use of relevant metalanguage. | Skilful control of the features of comparative analysis, including the highly proficient use of structure, conventions and language, including  the use of relevant metalanguage. |
| Written language that shows limited control of spelling, punctuation and syntax of Standard Australian English. | Written language that employs some conventions of spelling, punctuation and syntax of Standard Australian English. | Mostly clear written language that employs the appropriate use of spelling, punctuation and syntax of Standard Australian English. | Generally fluent and coherent written language that employs the appropriate and accurate use of spelling, punctuation and syntax of Standard Australian English. | Highly fluent and coherent written language that employs the considered and accurate use of spelling, punctuation and syntax of Standard Australian English. |
|  |  |  |  |  |

KEY to marking scale based on the Outcome contributing 60 marks

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Very Low 1–12 | Low 13–24 | Medium 25–36 | High 37–48 | Very High 49–60 |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **VCE ENGLISH AS AN ADDITIONAL LANGUAGE**  **SCHOOL-ASSESSED COURSEWORK** | | | | | | | |
| **Performance Descriptors** | | | | | | | |
|  | |  | | | | | |
| ***Unit 4***  ***Outcome 2***  ***Construct a sustained and reasoned point of view on an issue currently debated in the media.*** | **DESCRIPTOR: typical performance in each range** | | | | | | |
|  | | **Very low** | **Low** | **Medium** | **High** | **Very high** |
| 10 | | Limited articulation of the intention of decisions related to content and approach made during the planning process with some reference to purpose, audience and context. | Basic articulation of the intention of decisions related to selected content and approach made during the planning process, demonstrating some understanding of purpose, audience and context. | Satisfactory articulation of the intention of decisions related to selected content and approach made during the planning process, demonstrating solid understanding of purpose, audience and context. | Clear articulation of the intention of decisions related to selected content and approach made during the planning process, demonstrating clear understanding of purpose, audience and context. | Thorough articulation of the intention of decisions related to selected content and approach made during the planning process, demonstrating complex understanding of purpose, audience and context. |
| 30 | | Limited understanding of the issue. Few references made to information and evidence. | Some understanding of the issue apparent through the selection of acknowledged information and evidence used to support particular positions. | Satisfactory understanding of the issue apparent through the selection and synthesis of acknowledged information and evidence used to support particular positions. | Clear understanding of the issue apparent through the careful selection and synthesis of appropriately acknowledged information and evidence used to support particular positions. | Thorough and detailed understanding of the issue apparent through the meticulous selection and synthesis of appropriately acknowledged information and evidence used to support particular positions. |
| Limited understanding or development of arguments. Some attempts to position the audience. | Some understanding of arguments demonstrated through the development of arguments that position the audience to support some of the points of view presented. | Sound understanding of argument demonstrated through development of broad, and reasoned arguments that position the audience to support the points of view presented. | Detailed understanding of argument demonstrated through development of reasoned and credible arguments that position the audience to support the points of view presented. | Sophisticated and insightful understanding of argument demonstrated through the development of reasoned and convincing arguments that position the audience to support the points of view presented. |
| Limited control of oral language conventions. | Some relevant oral language conventions employed to position an audience. | Mostly fluent and coherent oral language that employs the appropriate use of conventions to position an audience. | Generally persuasive, fluent and coherent oral language that employs the appropriate and accurate use of conventions to position an audience. | Highly persuasive, fluent and coherent oral language that employs the skilful use of appropriate conventions to position an audience. |

KEY to marking scale based on the Outcome contributing 40 marks

Statement of intention

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Very Low 1–2 | Low 3–4 | Medium 5–6 | High 7–8 | Very High 9–10 |

Point of view

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Very Low 1–6 | Low 7–12 | Medium 13–18 | High 19–24 | Very High 25–30 |

Appendix: Employability skills

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| **Assessment task** | **Employability skills: relevant facets** |
| **Analytical response to text** | **Communication** (writing to the needs of the audience; reading independently) **Planning and organising** (collecting, analysing and organising information) **Self management** (evaluating and monitoring own performance; taking responsibility) |
| **Creative response to text** | **Communication** (writing to the needs of the audience; reading independently) **Planning and organising** (collecting, analysing and organising information) **Self management** (evaluating and monitoring own performance; taking responsibility; articulating own ideas and visions) **Initiative and enterprise** (being creative) |
| **Analysis of argument and  persuasive language** | **Communication** (listening and understanding; reading independently; writing to the needs of the audience) **Planning and organising** (collecting, analysing and organising information) **Self management** (evaluating and monitoring own performance; taking responsibility) |
| **Presentation of a point of view** | **Communication** (speaking clearly and effectively; reading independently; persuading effectively) **Planning and organising** (collecting, analysing and organising information) **Self management** (evaluating and monitoring own performance; taking responsibility; having knowledge and confidence in own ideas and visions) |
| **Comparative analytical response  to texts** | **Communication** (writing to the needs of the audience; reading independently) **Planning and organising** (collecting, analysing and organising information) **Self management** (evaluating and monitoring own performance; taking responsibility) |
| **Comprehension of a spoken text (EAL students only)** | **Communication** (listening and understanding) **Planning and organising** (collecting, analysing and organising information) |