VCE English as an Additional Language (EAL): Performance descriptors

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| **English as an Additional Language (EAL)**  **SCHOOL-ASSESSED COURSEWORK** | | | | | | | |
| **Performance descriptors** | | | | | | | |
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| **Unit 4**  **Outcome 1**  Discuss ideas, concerns and values presented in a text, informed by selected vocabulary, text structures and language features and how they make meaning. | **DESCRIPTOR: typical performance in each range** | | | | | | |
| **Key skills** | **Very low** | | **Low** | **Medium** | **High** | **Very high** |
| Explore and analyse   * the dynamics of a text including characters’ motivations, the tensions in relationships, the function of settings, the complexities of plot and the role of point of view * the ideas, concerns and conflicts in a text * the historical context, and the social and cultural values in a text. | Refers to characters and concerns in the text. | | Describes characters and concerns in the text. | Engages with ideas and/or values presented in the text, including discussion of character, setting and other aspects of the text. | Makes connections between the ideas and values presented in the text, including discussion of character, setting and other aspects of the text. | Examines the text critically in consideration of the ideas, concerns and values and including discussion of character, setting and other aspects of the text. |
| Explore and analyse the impact of the vocabulary, text structures and language features on a text and how these elements shape meaning. | Identifies the text type or form and/or refers to vocabulary used in the text. | | Refers to aspects of the text type or form in relation to ideas, characters or concerns, includes vocabulary of the text. | Describes text structures and language features to explore ideas from the text using selected vocabulary from the text to discuss ideas and/or concerns. | Engages with relevant text structures and language features to discuss ideas from the text using selected vocabulary from the text to discuss ideas and/or concerns. | Examines the text structures, language features and selected vocabulary choices to convey relevant ideas and concerns in the text. |
| Plan, construct and edit analytical writing that responds explicitly to set topics. | Identifies key moments in the text. | | Describes key moments in the text with connections to the topic. | Engages with the text in consideration of an aspect of the topic. | Discusses the text through an accurate reading of the topic. | Examines the connections between the ideas and/or values of the text presented in response to a close reading of the topic. |
| Plan, construct and edit analytical writing that uses key evidence from a text to support ideas and analysis. | Refers to key moments in the text. | | Provides textual evidence in each paragraph. | Embeds textual evidence that supports the ideas. | Incorporates relevant textual evidence to explain how the author has conveyed ideas in response to the topic. | Integrates selected textual evidence to explain how the author has conveyed ideas in the text and how these connect with the topic. |
| Plan, construct and edit analytical writing that explores and refines organisational structures of analytical writing. | Lists points from the text.  Uses language that refers to the text. | | Paraphrases points from the text.  Uses generic language to paraphrase the text. | Uses generic paragraph structure to summarise the text.  Uses selected language to describe the text. | Develops cohesive paragraphs to discuss the text.  Selects language and metalanguage to engage with the text. | Constructs coherent and cohesive paragraphs to examine the text.  Uses appropriate language and accurate metalanguage to examine the ideas and values of the text. |

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 |