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| **VCE ENGLISH****SCHOOL-ASSESSED COURSEWORK** |
| **Performance Descriptors** |
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| ***Unit 1******Outcome 2*** ***Analyse the use of argument and persuasive language in a text that presents 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 text showing limited awareness of how it has been constructed to position audiences. | Some understanding of the arguments presented in the text showing some awareness of how it has been constructed to position audiences. | Sound and clear understanding of the arguments presented in the text and how it has been constructed to position audiences. | Detailed and accurate understanding of the arguments presented in the text and how it has been constructed to position audiences. | Comprehensive and complex understanding of the arguments presented in the text and how it has been constructed to position audiences. |
| Limited analysis of arguments with some reference to the text. | Some analysis of arguments with limited discussion of the intent and development of the arguments, persuasive use of language and the impact of the text. Some use of textual evidence to justify the analysis. | Clear and appropriate analysis of arguments with broad discussion of the intent and development of the arguments, persuasive use of language and the impact of the text. Suitable use of textual evidence to justify the analysis. | Detailed and careful analysis arguments with thoughtful discussion of the intent and development of the arguments, persuasive use of language and the impact of the text. Careful use of textual evidence to justify the analysis. | Sophisticated and insightful analysis of arguments with complex discussion of the intent and development of the arguments, persuasive use of language and the impact of the text. Considered and accurate use of textual evidence to justify the analysis. |
| Limited control of the features of a written analysis.  | Some control of the features of a written analysis, including the use of structure, conventions and language, including the use of metalanguage. | Sound control of the features of a written analysis, including the appropriate use of structure, conventions and language, including the use of relevant metalanguage. | Careful control of the features of a written analysis, including the careful use of structure, conventions and language, including the use of relevant metalanguage. | Skilful control of the features of a written 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 20 marks

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