|  |
| --- |
| **BELMONT HIGH SCHOOL** |
| **Performance descriptors** |
|  |  |
| **Unit 4****Outcome 1**Analyse explicit and implicit ideas, concerns and values presented in a text, informed by vocabulary, text structures and language features and how they make meaning. | **DESCRIPTOR: typical performance in each range** |
| **Key skills** | **Very low 1-8** | **Low 9-16** | **Medium 17-24** | **High 25-32** | **Very high 33-40** |
| 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 explicit and implicit ideas presented in a text
* how the historical context, and the social and cultural values in a text contribute to meaning and shape readers’ understanding
* how the values in a text are conveyed.
 | 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. | Explains interconnected ideas and values presented in the text, including discussion of character, setting and other aspects of the text. | Examines critically ideas, concerns and values presented in the text, 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. | Refers to the text type or form and/or refers to vocabulary used in the text. | Describes aspects of the text type or form in relation to ideas, characters or concerns, includes vocabulary of the text. | Engages with relevant text structures and language features using vocabulary from the text to discuss ideas and/or concerns. | Explains the text structures, language features and vocabulary choices to convey relevant ideas and concerns in the text. | Examines critically relevant text structures, language features and vocabulary choices to convey relevant, nuanced and complex ideas. |
| Plan, construct and edit analytical writing that responds explicitly to set topics. | Recounts key moments in the narrative with connections to the topic. | Discusses the text with relevance to an aspect of topic. | Explores the text in consideration of a topic. | Explains the connections between the ideas and/or values of the text presented in response to a close reading of the topic. | Examines critically and clarifies the connections between the ideas and values of the text in in a critical consideration of the topic and its implications. |
| Plan, construct and edit analytical writing that uses key evidence from a text to support ideas and analysis. | Refers to text in relation to the key moments from the text. | Provides textual evidence in each paragraph. | Embeds selected textual evidence. | Incorporates relevant textual evidence to explain how the author has conveyed ideas in the text. | Integrates relevant textual evidence with precision and control to examine the ways ideas are presented in the text. |
| Plan, construct and edit analytical writing that explores and refines organisational structure appropriate to analytical writing. | Uses paraphrase to structure the response.Uses language that refers to the text. | Uses a generic paragraph structure to support a summary of the text(s).Uses generic language to describe the text. | Develops cohesive paragraphs to discuss of the text.Uses appropriate language to explore the text. | Creates an exposition, with coherent and cohesive paragraphing.Uses precise and appropriate language and metalanguage to engage with the text. | Composes a complex exposition with sequenced, coherent and cohesive paragraphs.Uses nuanced and appropriate language and accurate metalanguage to examine the text fluently and critically. |