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| **Belmont High School Unit 3 English****SCHOOL-ASSESSED COURSEWORK** |
| **Performance descriptors** |
| **Unit 3****Outcome 1**Analyse ideas, concerns and values presented in a text, informed by the 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 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. | Explains interconnected ideas and values presented in the text, including discussion of character, setting and other aspects of the text. | Examines critically 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. | Refers to the text type or form and/or refers to vocabulary/features used in the text. | Describes aspects of the text type or form and vocabulary or features in relation to ideas, characters or concerns.  | Engages with relevant text structures, language features and vocabulary, in relation to the topic, to discuss ideas and/or concerns. | Explains the relevant text structures, language features and vocabulary choices to convey ideas and concerns in the text. | Examines critically relevant text structures, language features and vocabulary choices that convey complex and nuanced ideas. |
| Plan, construct and edit analytical writing that responds explicitly to set topics. | Recounts key moments in the narrative that have a connection with the topic. | Provides a general discussion of the text with some reference to the topic. | Engages with the text in consideration of a topic. | Explains the connections between the ideas and/or values of the text presented in response to the topic. | Examines critically ~~a~~nd clarifies the connections between the ideas and values of the text in response to a topic. |
| Plan construct and edit analytical writing that uses key evidence from a text to support ideas and analysis. | Refers to key moments from the text. | Provides textual evidence in each paragraph. | Embeds selected textual evidence that relates to an appropriate exploration of the topic. | Incorporates relevant textual evidence to explain how the author has conveyed ideas in the text presented in response to the topic. | Integrates relevant textual evidence with precision and control to examine critically the ways in which ideas are presented in the text in consideration of the topic. |
| Plan, construct and edit analytical writing that explores and refines the organisational structures of 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.Uses generic language to describe the text. | Develops cohesive paragraphs to discuss 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. |