VCE First Language: Performance descriptors

|  |
| --- |
| **VCE First Language****SCHOOL-ASSESSED COURSEWORK** |
| **Performance descriptors** |
|  |
| **Unit 3****Outcome 3** **Express ideas through the production of original imaginative written texts.** | **DESCRIPTOR: typical performance in each range** |
| **Very low** | **Low** | **Medium** | **High** | **Very high** |
| A piece of writing with limited originality. It conveys basic ideas and reflects limited content that relates to aspects of the subtopic. | A piece of imaginative writing with some originality. It reflects some simple ideas and aspects related to the subtopic. | An original piece of imaginative writing. It reflects ideas and aspects related to the subtopic that are suitable for storytelling. | An effective and original piece of imaginative writing. It reflects relevant ideas and aspects related to the subtopic that are suitable for storytelling. | A highly effective and original piece of imaginative writing. It reflects highly relevant ideas and aspects related to the subtopic that are suitable for storytelling. |
| The response uses very limited elements of imaginative writing. It uses very limited complex language structures and the grammatical elements required to create atmosphere, effect or character | The response uses basic stylistic elements of imaginative writing. It uses a narrow range of complex language structures and grammatical elements to create atmosphere, effect and character  | The response uses some stylistic elements of imaginative writing. It uses some complex language structures and grammatical elements appropriately to create atmosphere, effect and character | The response uses stylistic elements of imaginative writing effectively. It uses a variety of complex language structures and grammatical elements appropriately to effectively create atmosphere, effect and character | The response uses a range of stylistic elements of imaginative writing in a highly effective manner. It uses a wide variety of complex language structures and grammatical elements appropriately to create atmosphere, effect and character  |
| The response utilises a very limited range of vocabulary and terms. | The response utilises familiar vocabulary and terms. | The response utilises a sound range of vocabulary and includes some specialist terms. | The response utilises a broad range of vocabulary and includes specialist terms. | The response utilises an extensive and varied range of vocabulary, and incorporates specialist terms effectively. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | The response demonstrates very limited awareness of the audience, and of the conventions and characteristics of the text type | The response demonstrates some awareness of the audience and register. It demonstrates some conventions and characteristics of the text type. | The response expresses ideas in a suitable register for the audience. It demonstrates conventions and characteristics of the text type. | The response expresses ideas appropriately and in a suitable register for the audience. It effectively demonstrates conventions and characteristics of the text type. | The response expresses ideas highly appropriately and in a suitable register for the audience. It demonstrates conventions and characteristics of the text type in a highly effective manner. |

KEY to marking scale based on the Outcome contributing 20 marks

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