VCE English: Performance descriptors

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| **English**  **SCHOOL-ASSESSED COURSEWORK** | | | | | | | |
| **Performance descriptors** | | | | | | | |
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| **Unit 3**  **Outcome 2 (Task 2)**  Explain their decisions made through writing processes. | **DESCRIPTOR: typical performance in each range** | | | | | | |
| **Key skills** | **Very low** | | **Low** | **Medium** | **High** | **Very high** |
| Reflect on and share the implications of authorial choices in their own writing and the writings of others. | Recounts the experience of writing a text. | | Identifies some successes and challenges in the writing of a text. | Describes writing processes, and the value and the limitations of those processes. | Explains the value of writing processes through the experience of creating a text and considers other writing processes. | Composes a detailed account of the writing processes attempted and/or implemented through the experience of creating a text, and reflects on other writing processes. |
| Explain and comment on the vocabulary, text structures and language features, conventions and ideas used in their own writing. | Identifies an idea that is presented in a text, and lists elements of that text. | | Refers to an idea selected to explore in a text, and describes some of the elements used in the construction of that text. | Explores basic structures and language features, and vocabulary that were used to communicate ideas. | Explains how structures, language features, vocabulary and conventions were purposefully employed to convey ideas. | Explains in detail how authorial choices around structures, language features, vocabulary and conventions interact to engage with ideas. |
| Experiment with and extend vocabulary for effective and cohesive writing. | Uses language with connection to the writing processes. | | Uses generic language to describe the writing processes. | Uses appropriate language to explore the writing processes. | Employs considered language and register to explain the writing processes. | Connects precise language, register, structure and ideas to reflect on the writing processes. |

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 |