VCE English as an Additional Language (EAL): Performance descriptors

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| **English as an Additional Language (EAL)**  **SCHOOL-ASSESSED COURSEWORK** | | | | | | | |
| **Performance descriptors** | | | | | | | |
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| **Unit 3**  **Outcome 2 (Task 1)**  Demonstrate effective writing skills by producing their own texts, designed to respond to a specific context and audience to achieve a stated purpose. | **DESCRIPTOR: typical performance in each range** | | | | | | |
| **Key skills** | **Very low** | | **Low** | **Medium** | **High** | **Very high** |
| Generate ideas and discuss, develop and elaborate on those ideas. | Identifies an idea. | | Presents an idea. | Builds an idea using an appropriate sequence. | Explores an idea(s) through a cohesive sequence. | Develops a series of ideas that are meaningfully connected. |
| Create texts with a stated purpose (to express, to reflect, to explain or to argue) and an understanding of context (including mode) and audience. | Refers to an audience or acknowledges a reader. | | Demonstrates an awareness of audience and purpose. | Uses signals or signposts to indicate audience, purpose, and context, through acknowledgement or references to place, people or purpose. | Engages with audience, purpose and context through the use of appropriate voice, register and metalanguage. | Connects audience, purpose and context through the specific use of voice, tone, register and metalanguage. |
| Experiment with vocabulary, text structures and language features for effective and cohesive writing. | Attempts a recognisable text structure with examples of selected vocabulary choices. | | Uses a recognisable text structure that includes appropriate vocabulary choices. | Applies an appropriate text structure, language features and vocabulary in consideration of ideas and audience. | Explores a text structure that engages with appropriate language features and selected vocabulary. | Creates a text structure, language features and vocabulary that promote the exploration of ideas. |
| Explore and employ voices appropriate to purpose, context (including mode) and audience. | Attempts to construct a voice. | | Uses a generic voice. | Constructs a distinct voice. | Creates and sustains a credible voice. | Creates an apt, sustained and individual voice. |
| Apply standard and non-standard conventions of language, including syntax, punctuation and spelling, where appropriate. | Shows an awareness of register and vocabulary. | | Uses generic vocabulary and an identifiable register to present an idea. | Uses appropriate vocabulary and register to build an idea. | Employs selected vocabulary and appropriate register to explore idea(s) and to complement the text structure. | Connects considered vocabulary, register with structure and ideas. |

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 |