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

|  |
| --- |
| **English as an Additional Language (EAL)****SCHOOL-ASSESSED COURSEWORK** |
| **Performance descriptors** |
|  |  |
| **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 made in their own writing and in the writings of others. | Identifies key points about the experience of writing a text. | Recounts the experience of writing a text. | Acknowledges 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. |
| 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. | Discusses how structures, language features, vocabulary and conventions were purposefully employed to convey 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 selected 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 10 marks

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Very low 1–2 | Low 3–4 | Medium 5–6 | High 7–8 | Very high 9–10 |