VCE CCAFL: Performance Descriptors

| VCE CCAFL  SCHOOL-ASSESSED COURSEWORK | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Performance Descriptors** | | | | | |
| ***Unit 3***  ***Outcome 3***  Write in <LANGUAGE> for a specific context, purpose and audience | **DESCRIPTOR: typical performance in each range** | | | | |
| **Very low** | **Low** | **Medium** | **High** | **Very high** |
| Creates a piece of writing with a very limited understanding of the requirements for the task.  Demonstrates a very limited understanding of relevant information from reference materials. | Creates a piece of descriptive, informative or personal writing.  Demonstrates a limited selection and use of relevant information from reference materials. | Creates an original piece of descriptive, informative or personal writing or a combination of these.  Demonstrates a generally satisfactory selection and use of relevant information from reference materials. | Creates an effective and original piece of descriptive, informative or personal writing or a combination of these.  Demonstrates appropriate selection and use of relevant information from reference materials. | Creates a highly effective and original piece of descriptive, informative or personal writing or a combination of these.  Demonstrates highly appropriate selection and use of relevant information from reference materials. |
| Ideas are disjointed and are not sequenced appropriately or in accordance with any of the features of the text type.  Includes a very limited use of an introduction, body and conclusion. | Few of the ideas are sequenced and organised in the writing, and in accordance with the features of the text type.  Includes, where appropriate, some use of an introduction, body and conclusion. | Ideas are organised and sequenced with some effectiveness within and between paragraphs and in the writing as a whole, and in accordance with the features of the text type.  Includes, where appropriate, a satisfactory use of an introduction, body and conclusion. | Ideas are organised and sequenced effectively within and between paragraphs and with cohesiveness in the writing as a whole, and in accordance with the features of the text type.  Includes, where appropriate, an effective use of an introduction, body and conclusion. | Ideas are organised and sequenced highly effectively within and between paragraphs, achieving cohesiveness in the writing as a whole, and in accordance with the features of the text type.  Includes, where appropriate, a highly effective use of an introduction, body and conclusion. |
| Uses a very narrow range of language appropriate for the task (including spelling, grammar and punctuation and register) with very limited accuracy.  Demonstrates very limited understanding of language or other elements for the purpose of the task. | Uses a narrow range of language appropriate for the task (including spelling, grammar and punctuation and register) with limited accuracy and clarity.  Demonstrates limited stylistic features, language, layout and other elements for the writing style, text type, purpose, context and audience. | Uses language appropriate for the task (including spelling, grammar and punctuation and register) with a satisfactory level of accuracy and clarity,accounting for some cultural or intercultural considerations where appropriate.  Demonstrates some effective stylistic features, language, layout and other elements for the writing style, text type, purpose, context and audience. | Uses a variety of language appropriate for the task (including spelling, grammar and punctuation and register) with a high level of accuracy and clarity, accounting for a range of cultural and intercultural considerations where appropriate.  Demonstrates effective stylistic features, language, layout and other elements for the writing style, text type, purpose, context and audience. | Uses a very broad variety of language appropriate for the task (including spelling, grammar and punctuation and register) with a very high level of accuracy and clarity, accounting for a wide range of cultural and intercultural considerations where appropriate.  Demonstrates highly effective stylistic features, language, layout and other elements for the writing style, text type, purpose, context and audience. |

KEY to marking scale based on the Outcome contributing 15 marks

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Very Low 1–3 | Low 4–6 | Medium 7–9 | High 10–12 | Very High 13–15 |