VCE CCAFL: Performance Descriptors

| VCE CCAFL  SCHOOL-ASSESSED COURSEWORK | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Performance Descriptors** | | | | | |
| ***Unit 4***  ***Outcome 3***  Produce an extended piece of original writing in <LANGUAGE> | **DESCRIPTOR: typical performance in each range** | | | | |
| **Very low** | **Low** | **Medium** | **High** | **Very high** |
| Creates a piece of writing with limited demonstration of the kind of writing required for the task.  Presents a very limited range of information and ideas associated with a subtopic, some of which may not be relevant. | Creates a generic piece of evaluative, imaginative, persuasive or reflective writing or a combination of these.  Presents a limited range of relevant information and ideas associated with a subtopic. | Creates an original piece of evaluative, imaginative, persuasive or reflective writing or a combination of these.  Presents a satisfactory range of relevant information and ideas associated with a subtopic. | Creates an effective and original piece of evaluative, imaginative, persuasive or reflective writing or a combination of these.  Presents a broad range of detailed and relevant information and ideas associated with a subtopic. | Creates a highly effective and original piece of evaluative, imaginative, persuasive or reflective writing or a combination of these.  Presents a very broad range of detailed and highly relevant information and ideas associated with the subtopic. |
| Demonstrates very limited organisation and sequencing in the writing, impeding or limiting meaning. | Demonstrates limited organisation and sequencing in the writing, and for the text type. | Demonstrates some organisation and sequencing within and between paragraphs and in the writing as a whole, and for the text type. | Demonstrates effective organisation and sequencing within and between paragraphs and with cohesiveness in the writing as a whole, and for the text type. | Demonstrates highly effective organisation and sequencing within and between paragraphs, achieving cohesiveness in the writing as a whole, and for the text type. |
| Uses a very narrow range of language appropriately for the purpose, context and audience (including grammar, spelling and punctuation) with very limited accuracy.  Demonstrates very limited use of stylistic features, writing conventions or other features suited to the writing style and text type. | Uses a narrow range of language appropriately for the purpose, context and audience (including grammar, spelling and punctuation) with limited accuracy and clarity.  Demonstrates limited use of stylistic features, writing conventions and other features suited to the writing style and text type. | Uses language appropriately for the purpose, context and audience (including grammar, spelling and punctuation) with a satisfactory level of accuracy and clarity to express intended meaning.  Demonstrates sound use of stylistic features, writing conventions and other features suited to the writing style and text type. | Uses a variety language appropriately for the purpose, context and audience (including grammar, spelling and punctuation) with a high level of accuracy and clarity to express intended meaning.  Demonstrates effective use of stylistic features, writing conventions and other features suited to the writing style and text type. | Uses a very broad variety of written language appropriately for the purpose, context and audience (including grammar, spelling and punctuation) with a very high level of accuracy and clarity to express intended meaning.  Demonstrates highly effective use of stylistic features, writing conventions and other features suited to the writing style and text type. |

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 |