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| **Belmont High School Unit 3 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 1-4** | **Low 5-8** | **Medium 9-12** | **High 13-16** | **Very high 17-20** |
| 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. |