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| **Belmont High School Unit 3 English****SCHOOL-ASSESSED COURSEWORK** |
| **Performance descriptors** |
| **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 1-4** | **Low 5-8** | **Medium 9-12** | **High 13-16** | **Very high 17-20** |
| Generate and use ideas, and discuss, develop and extend 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 explicit acknowledgement or implicit 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 appropriate vocabulary choices. | Uses a recognisable text structure and includes appropriate vocabulary choices. | Applies an appropriate text structure, language features and vocabulary in consideration of ideas and audience. | Explores an appropriate text structure, engages with language features and vocabulary. | Engages creatively with text structure, language features and vocabulary and 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 considered vocabulary and register to explore idea(s) and to complement the text structure. | Connects precise vocabulary, register with structure and ideas.  |