

The accreditation period for VCE Literature has been extended and expires  
31 December 2022.

# VCE Literature

## 2017–2022

### Written examination – End of year

#### Assessment criteria

Section A will be assessed against the following criteria:

- development of an informed, relevant and plausible interpretation of the text
- understanding and analysis of the text, demonstrated through the use of textual evidence
- analysis and evaluation of the views and values foregrounded in the topic and underlying one literary perspective of the text, and awareness of how these views and values relate to the text
- expressive, fluent and coherent use of language and development of ideas

Section B will be assessed against the following criteria:

- understanding of the text, demonstrated in a relevant and plausible interpretation
- ability to write expressively and coherently to present an interpretation
- understanding of how views and values may be suggested in the text
- analysis of how key passages and/or moments in the text contribute to an interpretation
- analysis of the features of the text and how they contribute to an interpretation
- analysis and close reading of textual details to support a coherent and detailed interpretation of the text

Assessors mark holistically, relating student performance to the published criteria and ranking students over the full range of marks available. Determination of the mark is assisted by the descriptors in 'Expected qualities for the mark range'. These descriptors have been written to reflect the level of achievement expected at a particular mark or mark range. Both the criteria and the descriptors are fully explored and directly related to the range of student responses during the assessor training process.

**Expected qualities for the mark range – Section A**

Mark(s)	Expected qualities
19–20	<p>Develops a complex and relevant response to the topic, which presents an interpretation of the text that is complex, sophisticated and perceptive, supported by detailed use of textual evidence</p> <p>Highly developed analysis and thorough evaluation of the views and values foregrounded in the topic and a detailed discussion of these in relation to a literary perspective</p> <p>Response is coherent, detailed and highly expressive</p>
17–18	<p>Develops a comprehensive and relevant response to the topic, which presents an interpretation of the text that is complex and subtle, supported by detailed use of textual evidence</p> <p>Well-developed analysis and evaluation of the views and values foregrounded in the topic and a detailed discussion of these in relation to a literary perspective</p> <p>Response is coherent, detailed and expressive</p>
15–16	<p>Develops a thoughtful and relevant response to the topic, which presents an interpretation of the text that shows some complexity, supported by some detailed use of textual evidence</p> <p>Clear analysis and evaluation of the views and values foregrounded in the topic and a discussion of these in relation to a literary perspective</p> <p>Response is coherent, detailed and well expressed</p>
13–14	<p>Develops a clear and relevant response to the topic, which presents a plausible and developed interpretation of the text, supported by use of textual evidence</p> <p>Some analysis and evaluation of the views and values foregrounded in the topic and a discussion of these in relation to a literary perspective</p> <p>Response is coherent and clear</p>
11–12	<p>Develops a relevant response to the topic, which presents a clear interpretation of the text, supported by some use of textual evidence</p> <p>Some analysis and/or evaluation of the views and values foregrounded in the topic and some discussion of these in relation to a literary perspective</p> <p>Expresses ideas coherently and clearly</p>
9–10	<p>Develops a relevant response to the topic, which presents a simple interpretation of the text, drawing on some textual evidence</p> <p>Acknowledgment of the views and values foregrounded in the topic and some comment on these in relation to a literary perspective</p> <p>Expresses ideas clearly</p>
7–8	<p>Presents a limited response that addresses some aspects of the topic and the text but with little use of textual evidence</p> <p>Some acknowledgment of the views and values foregrounded in the topic but little comment on these in relation to a literary perspective</p> <p>Expresses ideas clearly but in a limited way</p>

LITERATURE (CRITERIA & QUALITIES)

5-6	<p>Presents a very limited response that addresses some aspects of the topic and/or the text but with little use of textual evidence</p> <p>Little or no acknowledgment of the views and values foregrounded in the topic or comment on these in relation to a literary perspective</p> <p>Simple and limited expression of ideas</p>
3-4	<p>Little or no acknowledgment of ideas suggested by the topic or a literary perspective</p> <p>Reference to the text does not extend beyond a summary of the text</p> <p>Brief and undeveloped response, and/or limited evidence of understanding of the text</p> <p>Limited expression</p>
1-2	<p>Storytelling at a basic level and/or ignores the ideas suggested in the topic</p> <p>No discussion of a literary perspective</p> <p>Very brief response</p> <p>Very limited expression</p>
0	<p>Shows no understanding of the text or a literary perspective</p> <p>Very limited use of language</p>

**Expected qualities for the mark range – Section B**

Mark(s)	Expected qualities
19–20	<p>Develops a relevant and plausible interpretation of the text that is complex, perceptive and often individual, supported by detailed evidence of close reading of at least two of the set passages</p> <p>Displays a highly developed awareness of how key passages and/or moments in the text and features of the text contribute to an interpretation based on thorough and detailed analysis</p> <p>Demonstrates a subtle sense of how views and values are suggested in the text</p> <p>Response is coherent, detailed and highly expressive</p>
17–18	<p>Develops a relevant and plausible interpretation of the text that is complex and subtle, supported by close reading of at least two of the set passages</p> <p>Displays a well-developed awareness of how key passages and/or moments in the text and features of the text contribute to an interpretation based on detailed analysis</p> <p>Demonstrates understanding of how views and values are suggested in the text</p> <p>Response is coherent, detailed and expressive</p>
15–16	<p>Develops a relevant and plausible interpretation of the text that shows some complexity, supported by close reading of at least two of the set passages</p> <p>Displays a clear awareness of how key passages and/or moments in the text and features of the text contribute to an interpretation based on analysis</p> <p>Demonstrates understanding of how views and values are suggested in the text</p> <p>Response is coherent, detailed and expressive</p>
13–14	<p>Develops a relevant and plausible interpretation supported by close reading of at least two of the set passages</p> <p>Displays awareness of how key passages and/or moments in the text and features of the text contribute to an interpretation based on some analysis</p> <p>Demonstrates some understanding of how views and values are suggested in the text</p> <p>Response is coherent and clear</p>
11–12	<p>Offers a response that focuses on at least two of the set passages but lacks a strongly developed and supported interpretation</p> <p>Some use of textual detail</p> <p>Shows some awareness of how key passages and/or moments in the text and features of the text contribute to its understanding</p> <p>Limited understanding of how views and values are suggested in the text</p> <p>Expresses ideas coherently and clearly</p>
9–10	<p>Provides some evidence from at least two of the set passages to offer a limited interpretation</p> <p>Shows some basic understanding of the features and concerns of the text, and how they contribute to its understanding</p> <p>Some use of textual detail</p> <p>Some reference to the views and values of the text</p> <p>Expresses ideas clearly</p>

LITERATURE (CRITERIA & QUALITIES)

7-8	<p>Shows acknowledgment of one or more of the set passages but a limited ability to use them to support an interpretation</p> <p>Shows only a limited understanding of the features and concerns of the text, and only passing use of textual detail</p> <p>Some references to the views and values of the text</p> <p>Expresses ideas clearly but in a limited way</p>
5-6	<p>Makes some reference to one or more of the set passages but shows very limited ability to support an interpretation</p> <p>Little or no reference to the features and concerns of the text, and very little use of textual detail</p> <p>Little discussion of views and values</p> <p>Simple and limited expression of ideas</p>
3-4	<p>Reference to the set passages does not extend beyond a summary of the text</p> <p>Brief and undeveloped response, and/or limited evidence of any understanding of the features of the text</p> <p>Limited expression</p>
1-2	<p>Paraphrases the text but ignores any of the set passages</p> <p>Storytelling at a basic level</p> <p>Response is extremely short</p> <p>Very limited expression</p>
0	<p>Shows no understanding of the text</p> <p>Very limited use of language</p>