VCE Literature: Performance descriptors

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| **Literature****SCHOOL-ASSESSED COURSEWORK** |
| **Performance descriptors** |
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| **Unit 3****Outcome 2**Develop interpretations of a set text informed by the ideas, views and values of the set text and a supplementary reading. | **DESCRIPTOR: typical performance in each range** |
| **Key skills** | **Very low** | **Low** | **Medium** | **High** | **Very high** |
| Identify and explore ideas and the views and values expressed about those ideas, and explain how authors communicate these in a text. | Refers to ideas in the text. | Refers to ideas and views in the text. | Explores the ideas and views of the text, and some of the ways values are embedded in the text. | Considers the construction of the views and values of the text and how they connect with ideas.  | Considers the complexities of the views and values in both texts and makes insightful links with the ideas presented. |
| Acknowledge the significance of historical, social and cultural contexts in understanding texts, and develop interpretations that take these into account. | Refers to the historical context of the text. | Describes the historical and either the cultural or social contexts of the text. | Provides an account of the role of the historical, social and cultural context of the text. | Explores the implications of the historical, social and cultural context of the text in light of the ideas, views and values of the text. | Creates insightful connections between the historical, social and cultural context of the text and the ideas, views and values of the text. |
| Examine the text to produce coherent, sustained and plausible interpretations. | Recounts moments in the text. | Describes ideas presented in the text. | Explores the ways ideas and views are presented in the text. | Engages with interpretations drawn from the ways the text presents ideas, views and values.  | Develops and expands on interpretations drawn from the ways the text presents ideas, views and values. |
| Explore supplementary reading to further develop interpretations. | Recounts moments from the supplementary reading. | Describes the ideas presented in the supplementary reading. | Explores the ways an interpretation is presented in the supplementary reading. | Engages with the possible interpretations drawn from the supplementary reading. | Examines and expands on the possible interpretations drawn from the supplementary reading. |
| Plan, create and refine a response that is logically sequenced, cogent and fluent. | Recounts moments in the narrative and uses language that refers to the text. | Uses a generic paragraph structure and generic language to support a description of the text. | Presents cohesive paragraphs and uses formal language and metalanguage to explore the ways the text conveys ideas. | Creates an exposition, with coherent and cohesive paragraphing, formal language and accurate metalanguage to explain the connections between the ideas and values of the text. | Composes a complex exposition, using precise formal language and metalanguage that critically examines and clarifies the connections between the ideas and values of the text. |
| Use quotations and examples to illustrate and support interpretations and assertions. | Refers to text in relation to moments from the text. | Provides textual evidence in each paragraph that responds to an aspect of the topic. | Embeds textual evidence that relates to an appropriate exploration of the topic. | Incorporates relevant textual evidence to illustrate how ideas are presented in the texts in response to the topic. | Integrates relevant textual evidence with precision and control to critically examine the ways in which ideas are presented in the text in consideration of the topic. |
| Apply and explore the conventions of presentation, discussion and/or debate. | Attempts to use structures and features of a spoken text. | Uses a structure and features appropriate to a spoken text. | Uses structures and features of a spoken text in a deliberate manner to engage the audience and/or other speakers. | Uses structures and features of a spoken text to intentionally connect with the audience and/or other speakers. | Uses structures and features seamlessly to create a spoken text that engages with the audience and/or other speakers in nuanced and subtle ways. |

KEY to marking scale based on the outcome contributing 50 marks

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| Very low 1–14 | Low 15–24 | Medium 25–34 | High 35–44 | Very high 45–50 |