VCE Literature: Performance descriptors

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| **Literature****SCHOOL-ASSESSED COURSEWORK** |
| **Performance descriptors** |
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| **Unit 4****Outcome 1**Respond creatively to a text and comment critically on both the original text and the creative response. | **DESCRIPTOR: typical performance in each range** |
| **Key skills** | **Very low** | **Low** | **Medium** | **High** | **Very high** |
| Analyse closely the literary form, features and language of a text. | Refers to aspects of forms, features and language, connects to some ideas. | Provides connections between forms, features and language, and ideas in the text. | Uses suitable examples of form, features and language to explore ideas from the text. | Examines relevant examples of form, features and language to explore the ideas from the text. | Explores the interplay between form, features and language, and meaning in the text. |
| Use structures and features that reflect the original text, exploring point of view and context. | Includes an historical context, and a form of narration in the creative response. | Describes an historical, cultural or social context, creates a voice and point of view in the creative response. | Presents an historical, social and cultural context, connects that context appropriately with a point of view in the creative response. | Crafts an historical, social and cultural context to illustrate an aspect of the original text, crafts a sustained voice or point of view for the creative response. | Composes a historical, social and cultural context that provides insight into the original text, creates an authentic voice or point of view for the creative response. |
| Choose a form that demonstrates a connection with and understanding of the original text. | Uses recount in a creative response. | Uses a specific form in a creative response. | Presents a specific form with examples of appropriate features in a creative response. | Employs an appropriate form with creative use of features in a creative response. | Experiments with an appropriate form, innovating on features in a creative response. |
| Consider key ideas or elements from the original text to develop a creative response. | Retells an aspect of the original text. | Uses a generic structure to support a retelling of an event or aspect of the original text. | Presents a response engaging with and reshaping content of the original text. | Creates a response that reimagines the content of the original text to provide a new way to consider the original text. | Composes an individual response with clear connections to the original text that offers original insights to content of the original text. |
| Use stylistically appropriate features drawn from the original text. | Uses language features that refers to the original text. | Uses generic language features in a creative response drawn from the original text. | Uses appropriate language features that supports the text structure in a creative response drawn from the original text. | Employs precise language features in an appropriate register to build the text structure in a creative response drawn from the original text. | Creates an individual voice, using carefully selected language features in an accurate register to support the text structure in a creative response drawn from the original text. |
| Plan, create and refine a creative response that is fluent and coherent. | Shows an awareness of register and vocabulary in the context of the creative response. | Uses generic vocabulary and an identifiable register to shape the creative response. | Uses vocabulary and register appropriate to the creative response. | Employs considered vocabulary and register to explore the creative response. | Connects precise vocabulary and register with the structure of the creative response. |
| Reflect on how language choices and literary features from the original text are used in their adaptation. | Recounts the experience of writing a creative response. | Describes the experience of writing a creative response with references to the original text. | Reflects on the experience of adapting the original text, describing the use of language and/or features where used in the adaptation. | Reflects on creating an adaptation of an original text, exploring how language and features were used in the adaptation. | Reflects with insight on creating an adaptation of an original text, examining experimentation with and innovation on language and features of the original text. |
| Discuss elements of construction, context, point of view and form particular to the text. | Refers to the historical context, and the narrator of the text. | Describes the historical and either the cultural or social contexts, identifies the voice and point of view of the text. | Provides an account of the role of the historical, social and cultural context, and connects that with the point of view of the text. | Explores the implications of the historical, social and cultural context in light of the point of view of the text. | Explores connections between the historical, social and cultural context of the text and the point of view of the text with insight. |
| 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. |

* A creative response to a text.

KEY to marking scale based on the outcome contributing 40 marks

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| Very low 1–8 | Low 9–16 | Medium 17–24 | High 25–32 | Very high 33–40 |

* A close analysis of a key passage from the original text, which includes reflections on connections between the creative response and the original text.

KEY to marking scale based on the outcome contributing 20 marks

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| Very low 1–4 | Low 5–8 | Medium 9–12 | High 13–16 | Very high 17–20 |