VCE Texts and Traditions: Performance descriptors

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| **TEXTS AND TRADITIONS**  **SCHOOL-ASSESSED COURSEWORK** | | | | | |
| **Performance descriptors** | | | | | |
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| **Unit 4**  **Outcome 2**  **Discuss themes arising from the passages for special study and analyse their social, cultural, religious and historical context, and the importance of the themes to the original audience.** | **DESCRIPTOR: typical performance in each range** | | | | |
| **Very low** | **Low** | **Medium** | **High** | **Very high** |
| Identify the social, religious and historical context of the set text | Identify the social, religious and historical context of the set text, in relation to the themes | Discuss themes using examples from the passages for special study | Discuss themes with reference to the social, cultural, religious and historical context of the set text | Discuss themes by explaining the social, cultural, religious and historical context of the set text |
| Identify the themes in specific passages from the set text | Identify development of the themes throughout the set text | Discuss the development of the themes throughout the set text | Identify and demonstrate how the themes are developed throughout the set text | Identify and demonstrate understanding of how the themes are developed and work together to create the text |
| Identify the original audience | Describe the original audience | Describe the importance of the themes to the original audience | Explain the importance of the themes to the original audience | Analyse the importance of the themes to the original audience |
| Identify a scholarly commentary to inform discussion | Describe a scholarly commentary to inform discussion | Uses scholarship to inform discussion about the themes | Uses current and appropriate scholarship to inform discussion about the themes | Uses current and appropriate scholarship that analyses the themes |

KEY to marking scale based on the Outcome contributing 30 marks

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| Very Low 1–6 | Low 7–12 | Medium 13–18 | High 19–24 | Very High 25–30 |