VCE Literature 2023–2026

Written examination – End of year

Assessment criteria

Question 1 of Section A will be assessed against the following criteria:

- exploration of the significance of the set passage in the context of the whole text
- analysis of the significance of the set passage, demonstrated through the use of textual evidence
- ability to write coherently, expressively and fluently as appropriate to the task

Question 2 of Section A will be assessed against the following criteria:

- understanding of the ideas, views and values that arise from the concept identified in the question
- analysis of the ways in which the concept identified in the question is represented in the set passage and the whole text, demonstrated through the use of textual evidence
- exploration of how the relevant ideas, views and values of the text can be endorsed, challenged and/or marginalised
- ability to write coherently, expressively and fluently as appropriate to the task

Section B will be assessed against the following criteria:

- understanding of the text, demonstrated in a relevant and plausible interpretation of the text
- analysis of the set passages and/or key moments and how they contribute to an interpretation of the text
- close analysis of the language and literary features of the text and how they contribute to an interpretation of the text
- ability to write coherently, expressively and fluently as appropriate to the task

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, Question 1

Mark(s)	Expected qualities
6	• complex and relevant exploration of the significance of the set passage in the context of the whole text • complex and perceptive analysis of the significance of the set passage, supported by detailed use of textual evidence • expression is coherent and sophisticated
5	• comprehensive and relevant exploration of the significance of the set passage in the context of the whole text • insightful analysis of the significance of the set passage, supported by detailed use of textual evidence • expression is coherent and refined
4	• relevant exploration of the significance of the set passage in the context of the whole text • clear analysis of the significance of the set passage, supported by some detailed use of textual evidence • expression is coherent and clear
3	• some exploration of the significance of the set passage in the context of the whole text • some analysis of the significance of the set passage, supported by some use of textual evidence • expression is clear
2	• limited exploration of the significance of the set passage that addresses some aspects of the whole text • limited analysis of the significance of the set passage, with little use of textual evidence • expression is clear but limited
1	• little or no acknowledgment of the significance of the set passage • reference to the text does not extend beyond a summary of the text • brief and undeveloped response, and/or limited evidence of understanding of the text • limited expression
0	• shows no understanding of the text • very limited use of language

Expected qualities for the mark range – Section A, Question 2

Mark(s)	Expected qualities
13–14	• complex and relevant response to the concept identified in the question, which presents an interpretation of the text that is complex and perceptive, supported by detailed use of textual evidence • highly developed analysis and thorough evaluation of the ideas, views and values foregrounded in the concept identified in the question and a detailed discussion of how these can be endorsed, challenged or marginalised • expression is coherent and sophisticated
11–12	• comprehensive and relevant response to the concept identified in the question, which presents an interpretation of the text that is insightful, supported by strong use of textual evidence • well-developed analysis and evaluation of the ideas, views and values foregrounded in the concept identified in the question and a detailed discussion of how these can be endorsed, challenged or marginalised • expression is coherent and refined
9–10	• clear and relevant response to the concept identified in the question, which presents an interpretation of the text that shows some complexity, supported by sound use of textual evidence • clear analysis and evaluation of the ideas, views and values foregrounded in the concept identified in the question and a discussion of how these can be endorsed, challenged or marginalised • expression is coherent and skillful
7–8	• relevant response to the concept identified in the question, which presents a clear interpretation of the text, supported by some use of textual evidence • some analysis and/or evaluation of the ideas, views and values foregrounded in the concept identified in the question and some discussion of how these can be endorsed, challenged or marginalised • expression is coherent and clear
5–6	• limited response that addresses some aspects of the concept identified in the question and the text with little use of textual evidence • some acknowledgment of the views and values foregrounded in the concept identified in the question but little comment on how these can be endorsed, challenged or marginalised • expression is clear but limited

Mark(s)	Expected qualities
3–4	• very limited response that addresses some aspects of the concept identified in the question and/or the text but with little use of textual evidence • little or no acknowledgment of the views and values foregrounded in the concept identified in the question or comment on how these can be endorsed, challenged or marginalised • simple and limited expression
1–2	• little or no acknowledgment of ideas, views and values suggested by the concept identified in the question or how these can be endorsed, challenged or marginalised • reference to the text does not extend beyond a summary of the text • brief and undeveloped response, and/or limited evidence of understanding of the text • limited expression
0	• shows no understanding of the text or the ideas, views and values suggested by the concept identified in the question and how these can be endorsed, challenged or marginalised • very limited use of language

Expected qualities for the mark range – Section B

Mark(s)	Expected qualities
19–20	• 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 • highly developed awareness of how key passages and/or moments in the text contribute to an interpretation based on thorough and detailed analysis • highly developed awareness of how the language and literary features of the text contribute to an interpretation based on thorough and detailed analysis • expression is coherent and sophisticated
17–18	• relevant and plausible interpretation of the text that is complex and subtle, supported by close reading of at least two of the set passages • well-developed awareness of how key passages and/or moments in the text contribute to an interpretation based on detailed analysis • well-developed awareness of how the language and literary features of the text contribute to an interpretation based on detailed analysis • expression is coherent and refined
15–16	• relevant and plausible interpretation of the text that shows some complexity, supported by close reading of at least two of the set passages • clear awareness of how key passages and/or moments in the text contribute to an interpretation based on analysis • clear awareness of how the language and literary features of the text contribute to an interpretation based on analysis • expression is coherent and skillful
13–14	• relevant and plausible interpretation supported by close reading of at least two of the set passages • awareness of how key passages and/or moments in the text contribute to an interpretation based on some analysis • awareness of how the language and literary features of the text contribute to an interpretation based on some analysis • expression is coherent and clear
11–12	• response that focuses on at least two of the set passages but lacks a strongly developed and supported interpretation • some use of textual detail • some awareness of how key passages and/or moments in the text contribute to its understanding • some awareness of how the language and literary features of the text contribute to its understanding • expression is clear

Mark(s)	Expected qualities
9–10	• some evidence from at least two of the set passages to offer a limited interpretation • some basic understanding of the language, literary features and concerns of the text, and how they contribute to its understanding • some use of textual detail • expression is clear but uneven
7–8	• acknowledgment of one or more of the set passages but a limited ability to use them to support an interpretation • limited understanding of the language, literary features and concerns of the text, and only passing use of textual detail • expression is clear but limited
5–6	• some reference to one or more of the set passages but shows very limited ability to support an interpretation • little or no reference to the language, literary features and concerns of the text, and very little use of textual detail • expression is simple and limited
3–4	• reference to the set passages does not extend beyond a summary of the text • brief and undeveloped response, and/or limited evidence of any understanding of the language and literary features of the text • expression is limited
1–2	• summary of the text with no reference to any of the set passages • storytelling at a basic level • response is extremely short • expression is very limited
0	• no understanding of the text • very limited use of language