

Assessment information

In VCE studies there are two forms of graded school assessment: School-assessed Coursework and School-assessed Tasks. The form (or forms) of school assessment and their weightings are specified for each study in the study designs which are published and distributed by the Victorian Curriculum and Assessment Authority (VCAA).

Results of these school assessments contribute to a student's study score in each VCE study. VCE study scores are used by the Victorian Tertiary Admissions Centre (VTAC) in the calculation of the Equivalent National Tertiary Entrance Rank (ENTER).

School-assessed Coursework

The requirements for School-assessed Coursework are set out in the VCE study designs. Schools are responsible for administering and assessing School-assessed Coursework. The requirements of the study design and the *VCE Administrative Handbook* must be met. The advice on coursework assessment provided in the assessment guides is the Authority's best advice upon which schools should base their requirements of students. For all matters relating to the administration of School-assessed Coursework VCE teachers should refer to the *VCE and VCAL Administrative Handbook* and the *VCAA Bulletin*.

School-assessed Tasks

School-assessed Tasks are set by the VCAA. The requirements for School-assessed Tasks are set out in the VCE study designs which are published and distributed by the VCAA. The study designs set out the details of the tasks to be completed.

The following VCE studies include a School-assessed Task: Art, Design and Technology, Food and Technology, Media, Studio Arts, Systems and Technology and Visual Communication and Design.

Assessment of students' levels of achievement on School-assessed Tasks must be based on the teacher's ratings on criteria specified by the VCAA. The criteria are published annually by the VCAA. The Arts Assessment Guide and Technology Assessment Guide provide detailed advice on determining ratings on the assessment criteria for School-assessed Tasks and include assessment sheets. Schools must use the current year's assessment sheets, they must not use sheets from previous years.

For all matters related to the administration of School-assessed Tasks and further advice teachers should refer to the *VCE and VCAL Administrative Handbook* and *VCAA Bulletin*.

Achievement of outcomes for satisfactory completion

For satisfactory completion of a unit, a student must demonstrate achievement of each of the outcomes for the unit that are specified in the study design. This decision will be based on the teacher's judgment of the student's performance on assessment tasks designated for the unit. The key knowledge and skills and the Advice for Teachers section in the study design will assist teachers in making this judgment.

Teachers should refer to the *VCE and VCAL Administrative Handbook* for further advice on satisfactory completion of outcomes and administrative requirements.

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the VCAA. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

The assessment advice for assessment tasks at Units 3 and 4 level can be used as a guide to assessment at Units 1 and 2 level.

Texts and Traditions

School-assessed Coursework comprises a number of assessment tasks. Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe.

Unit 3

OUTCOME 1

On completion of this unit the student should be able to identify events, people and places relating to the early development of the tradition.

Nature of task

A short-answer test
or
A short report.

Scope of task

A short-answer test

This task requires the student to answer a series of questions requiring written responses, which show knowledge of events, people and places relating to the early development of the tradition. The test should be completed over 40–50 minutes, including reading time.

OR

A short report

This task requires the student to write a report, which identifies the main events, people and places relating to the early development of the tradition. The report should be in the range of 400–500 words and be completed in 40–50 minutes.

This task contributes 30 marks out of the 100 marks allocated for Unit 3.

Assessment criteria

The following criteria should be used to assess the task. Where a test is selected, the criteria and their weighting should be used to set the test and devise a marking scheme.

The extent to which the response demonstrates:

Criterion 1 (10 marks)

Understanding of events, people and places relating to the foundational period of the tradition.

- Identification of some of the major events and places significant in the foundational period of the tradition.
- Description of some of the significant people or groups relating to the foundational period of the tradition.
- Analysis of the importance of major events, people and places to the foundational period of the tradition.

Criterion 2 (10 marks)

Understanding of sociocultural and historical conditions in which the tradition developed.

- Description of the social organisation of the society in which the tradition developed.
- Examination of some key ideas and values of the society in which the tradition developed.
- Analysis of the interaction between the tradition and the surrounding society.

Criterion 3 (10 marks)

Understanding of events, people and places relating to the development of the tradition.

- Identification of some of the major events and places significant in the development of the tradition.
- Description of some of the significant groups or people relating to the development of the tradition.
- Analysis of the importance of key events, people and places to the development of the tradition.
- Use of primary and secondary sources to support the view.

OUTCOME 2

On completion of this unit the student should be able to analyse issues that relate to the writing of the text, its literary structure and major themes.

Nature of task

An essay
or
A report.

Scope of task

An essay

This task requires the student to write an essay, which analyses issues relating to the writing of the text, its literary structure and major themes. The essay should be in the range of 600–750 words and be completed in 80–100 minutes of scheduled class time.

OR

A report

This task requires the student to prepare a written report on the writing of the text, its literary structure and major themes. The report should be in the range of 600–750 words and be completed in 80–100 minutes of scheduled class time.

The task contributes 30 marks out of the 100 marks allocated for Unit 3.

Assessment criteria

The extent to which the response demonstrates:

Criterion 1 (10 marks)

Analysis of scholarly opinion relating to the writing of the text.

- Description and analysis of scholarly views relating to the time and place of authorship of the text.
- Examination of scholarly views relating to the audience and community for whom the text was written.
- Understanding of the purpose of the text.
- Identification of passages relevant to a discussion of scholarly opinion in relation to the writing of the text.

Criterion 2 (10 marks)

Knowledge of the literary structure of the text.

- Identification of methods of textual interpretation used by the tradition.
- Identification of the literary structure of the text as a whole.
- Understanding of at least two literary forms or techniques used by the author.
- Use of passages as examples of literary forms or techniques.

Criterion 3 (10 marks)

Knowledge of major themes in the text.

- Identification of two or three major themes in the text.
- Explanation of how the themes are developed in the text.
- Use of passages that exhibit the themes in the text.

OUTCOME 3

On completion of this unit the student should be able to apply basic exegetical methods to the interpretation of texts within the founding tradition.

Nature of task

An exegetical exercise.

Scope of task

This task requires the student to write an interpretative commentary on a passage selected from the chapters set for special study. The commentary will include a statement of the relationship between the text and its sociocultural setting, an evaluation of the literary context of the passage, a discussion of ideas presented in the passage as well as of literary techniques used to present the ideas, and the relationship of these ideas to major ideas and themes in the text as a whole. The commentary should be in the range of 800–1000 words and be completed in 120–150 minutes of scheduled class time over one week.

For convenience of timing, teachers may decide to divide the exercise into two parts. In this case, the passage for commentary in the second part would be different from the passage in the first part, and students would be advised as to the different key knowledge being tested in each part. For example, the first part could require the student to write on the sociocultural setting of the text and on the literary context of the passage within the text as a whole. This part would be in the range of 300–400 words and be completed in 40–50 minutes. The second part would then require the student to write on ideas presented in a different passage and on their relationship to ideas and themes in the text as a whole. This part would be in the range of 500–600 words and be completed in 80–100 minutes of scheduled class time.

This task contributes 40 marks out of the 100 marks allocated for Unit 3.

Assessment criteria

The extent to which the response demonstrates:

Criterion 1 (10 marks)

Knowledge of the sociocultural and historical setting of the text.

- Discussion of scholarly opinion regarding the author, audience, date and cultural setting of the text.
- Discussion of the purpose of the text as a whole.

Criterion 2 (10 marks)

Knowledge of the literary context and structure of the passage/s within the structure of the text as a whole.

- Description of the structure of the text as a whole.
- Description of the context of the selected passage within the text as a whole.
- Identification and description of the literary forms or techniques used in the selected passage/s.

Criterion 3 (10 marks)

Analysis of ideas and themes in the passage.

- Explanation of special terms in the passage.
- Identification of main ideas, issues/themes or problems that are addressed by the passage.
- Discussion of the main ideas and issues/themes or problems conveyed by the passage for the community.

Criterion 4 (10 marks)

Knowledge of the relationship of ideas and themes in the passage to ideas and themes in the text as a whole.

- Explanation of the message, teaching or theology which is conveyed through the selected passage/s.
- Identification of the effect of the message, teaching or theology on the audience.

Unit 4

OUTCOME 1

On completion of this unit the student should be able to apply basic exegetical methods to the interpretation of texts within the founding tradition and discuss the major themes of the texts.

Nature of tasks

An exegetical exercise
and

An essay on a theme within the prescribed text.

Scope of task

An exegetical exercise

This task requires the student to write an interpretative commentary on a passage selected from the chapters set for special study. The commentary will include a statement of the relationship between the text and its sociocultural setting, an evaluation of the literary context of the passage, a discussion of ideas presented in the passage as well as of literary techniques used to present the ideas, and the relationship of these ideas to major ideas and themes in the text as a whole. Students may consult the text, scholarly commentaries, and their study notes in the course of the exercise. The commentary should be in the range of 800–1000 words and be completed in 120–150 minutes of scheduled class time over one week.

For convenience of timing, teachers may decide to divide the exercise into two parts. In this case, the passage for commentary in the second part would be different from the passage in the first part, and students would be advised as to the different key knowledge being tested in each part. For example, the first part could require the student to write on the sociocultural setting of the text and on the literary context of the passage within the text as a whole. This part would be in the range of 300–400 words and be completed in 40–50 minutes. The second part would then require the student to write on ideas presented in a different passage and on their relationship to ideas and themes in the text as a whole. This part would be in the range of 500–600 words and completed in 80–100 minutes of scheduled class time over one week.

This task contributes 40 marks out of the 100 marks allocated for Unit 4.

Assessment criteria

The extent to which the response demonstrates:

Criterion 1 (10 marks)

Knowledge of the sociocultural and historical setting of the text.

- Discussion of scholarly opinion regarding the author, audience, date and cultural setting of the text.
- Discussion of the purpose of the text as a whole.

Criterion 2 (10 marks)

Knowledge of the literary context and structure of the passage/s within the structure of the text as a whole.

- Description of the structure of the text as a whole.
- Description of the context of the selected passage within the text as a whole.
- Identification and description of the literary forms or techniques used in the selected passage/s.

Criterion 3 (10 marks)

Analysis of ideas and themes in the passage.

- Explanation of special terms in the passage.
- Identification of main ideas, issues/themes or problems that are addressed by the passage.
- Discussion of the main ideas and issues/themes or problems conveyed by the passage for the community.

Criterion 4 (10 marks)

Knowledge of the relationship of ideas and themes in the passage to ideas and themes in the text as a whole.

- Explanation of the message, teaching or theology which is conveyed through the selected passage/s.
- Identification of the effect of the message, teaching or theology on the audience.

AND

Scope of task

An essay on a theme within the prescribed text

This task requires the student to write an essay, which analyses a theme within the prescribed text. Students may consult the foundational text during the completion of the task. The essay should be in the range of 800–1000 words and be completed in 120–150 minutes of scheduled class time over one week.

The task contributes 40 marks out of the 100 marks allocated for Unit 4.

Assessment criteria

The extent to which the response demonstrates:

Criterion 1 (8 marks)

Knowledge of the sociocultural and historical context.

- Description of the sociocultural and historical context.
- Explanation of how the sociocultural and historical context influenced the theme.

Criterion 2 (8 marks)

Knowledge of a theme.

- Identification of a significant theme from the text.
- Description of the focus of the analysis within the theme.
- Description of the importance of the theme for the audience or intended community.

Criterion 3 (14 marks)

Analysis of ideas and themes.

- Knowledge of the structure of the text as a whole.
- Explanation of the theme within the text.
- Knowledge of literary forms or techniques used to develop the theme.
- Evaluation of the theme within the text as a whole.

Criterion 4 (10 marks)

Application of the conventions of textual analysis.

- Use of appropriate textual analysis.
- Citation of passages relevant to the themes discussed.
- Ability to link ideas using authoritative opinion.
- Use of secondary sources to support an argument.

OUTCOME 2

On completion of this unit the student should be able to discuss a significant religious idea, belief or social theme in the foundational texts of a tradition, and describe how this belief or theme has been interpreted within the tradition at a later stage.

Nature of task

A short report.

Scope of task

This task requires the student to write a report describing how a religious idea arises from the study of the text. The student also needs to consider how the later tradition interpreted or reinterpreted the same idea, belief or theme. The report should be in the range of 650–700 words and be completed over 80–100 minutes of scheduled class time.

The task contributes 20 marks out of the 100 marks allocated for Unit 4.

Assessment criteria

The extent to which the response demonstrates:

Criterion 1 (5 marks)

Knowledge of the social and religious context in which the idea, belief or theme of a foundational text developed.

- Identification of the significant religious idea, belief or social theme developed in a foundational text.
- Explanation of the idea in the sociocultural setting of the foundational text.

Criterion 2 (5 marks)

Analysis of the idea, belief or theme in the text.

- Description of the idea, belief or theme in the text.
- Analysis of the importance of the idea, belief or theme to the early tradition.

Criterion 3 (5 marks)

Understanding of the interpretation of the idea, belief or theme in the later tradition.

- Identification of the response in the later tradition.
- Analysis of the way the later tradition interpreted the idea, belief or theme through literary or artistic representations.

Criterion 4 (5 marks)

Evaluation of the continuing relevance of the foundational text for a tradition in respect to the idea, belief or theme.

- Examination of the text within the tradition today, such as in authoritative statements, worship, scholarship.
- Evaluation of the relevance of the text for the tradition today.