VCE Literature Units 3 and 4:  
2023–2027

Frequently asked questions

What approaches can be used when assessing Unit 3, Outcome 2 (Developing interpretations)?

The assessment for Unit 3, Outcome 2 (Developing interpretations) has two parts.

*‘Part A: An initial interpretation of the text’s views and values within its historical, social and cultural context.*

*Part B: A written response that compares / interweaves and analyses an initial interpretation with a subsequent interpretation, using a key moment from the text.’   
(see page 21, VCE Literature Study Design: 2023–2027)*

Teachers can choose to assess this outcome in one task or in two tasks.

Both parts must be considered in any assessment task designed by the teacher.

**The following are suggested approaches to this assessment:**

Suggestion 1

Part A and Part B are assessed in separate tasks.

Part A is assessed after sustained study of the set text. Students are invited to explore a key idea or value in the text, and consider how the text has presented and represented that concern or value. They could, for example, explore the ways a text has presented and represented isolation or power or marriage.

Part B is assessed after students consider the supplementary reading. Students revisit the key concern or value through a passage from the set text and provide an enhanced interpretation informed by the supplementary reading.

Suggestion 2

Part A and Part B are assessed as one task.

At the conclusion of teaching and learning, students are provided with a passage from the set text and a specific question that relates to one of text’s key ideas. Students engage with a close reading of the passage based on the key idea, offering an interpretation drawn from the language of the text and from the views and values of the text. They then build on that initial interpretation by engaging with the ideas and/or position they have considered through the supplementary reading.

Suggestion 3

Part A and Part B are assessed as separate tasks.

Part A is assessed through a reading journal; students produce a reading journal with an agreed number of sustained entries about key concerns, values and/or ideas drawn from the text. The reading journal can be kept in class and teachers can complete authentication checks on student work.

Part B is undertaken under examination conditions and students respond closely to a passage from the set text. Students write an enhanced interpretation of the passage developed from both their close reading of the set text, developing their initial ideas from their reading journal, and from the supplementary reading.

Suggestion 4

Part A and Part B are assessed as separate tasks

Part A forms an introduction to the area of study. Students are provided a passage from the text and respond to this passage through close analysis, offering an interpretation drawn from the language of the text expressing the student’s initial response to the text.

Part B takes place after teaching and learning, including close reading of the text and consideration of a supplementary reading. Students return to the same passage and respond with an enhanced understanding of the passage and the text, presenting a developed interpretation that considers the concerns, views and values of the text.

The assessment task attracts 50 marks. If teachers split the assessment into separate tasks for Part A and Part B, they can determine the weighting of each task.

An assessment rubric will be published in Support Materials which will further assist teachers.

How do the five required texts (selected from the VCAA VCE Literature text list) fit into four outcomes?

Teachers must select five texts from the VCAA VCE Literature text list (published annually) and then select a sixth text (an adaptation of one of the five selected from the text list) for Unit 3. Outcome 1. Assessment must be based on four set texts and an adaption of one of the texts. The fifth text does not need to be formally assessed but can be incorporated into any area of study to enhance and enrich student learning.

Teachers may use the fifth text to allow for student choice in completing an assessment task.