VCE Literature: Performance descriptors

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| **Literature**  **SCHOOL-ASSESSED COURSEWORK** | | | | | | | |
| **Performance descriptors** | | | | | | | |
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| **Unit 3**  **Outcome 1**  Analyse aspects of a text, drawing on close analysis of textual detail, and then discuss the extent to which meaning changes when that text is adapted to a different form. | **DESCRIPTOR: typical performance in each range** | | | | | | |
| **Key skills** | **Very low** | | **Low** | **Medium** | **High** | **Very high** |
| Analyse a text in terms of literary forms, features and language. | Refers to aspects of form, features and language in a text. | | Describes aspects of form, features and language in a text. | Engages with the form, features and language in a text and how they create meaning. | Examines the ways meaning can be generated through the features and language of a particular form in a text. | Considers the connections between the features and language of a specific form, and how this enables a reader or audience to construct meaning in a text. |
| Explore and analyse viewpoints, assumptions and ideas of a text. | Refers to ideas and views in a text. | | Describes ideas and views in a text. | Engages with the views of a text, and ways values are embedded. Engages with ideas raised in a text. | Considers the views and values of a text, the ways they are constructed and how they connect with ideas. Provides an understanding of the role of assumptions in a text. | Considers the complexities of the views and values in a text, and the ways assumptions can shape them. Makes insightful links with the ideas presented in a text. |
| Identify and analyse similarities and differences in the texts under consideration, exploring ideas, structures, features, forms and language. | Recounts key moments in both narratives. | | Uses a generic paragraph structure to support a description of both texts. | Uses cohesive paragraphs to explore the ways the texts convey ideas and features. | Creates an exposition, with coherent and cohesive paragraphing, to explain the connections between the ideas and values of the texts, considering structures, features and language. | Composes a complex exposition that critically examines ~~a~~nd clarifies the connections between the ideas and values of the texts, and the structures, features and language. |
| Interweave the exploration of texts under consideration to foreground comparison and contrast as the key element of analysis. | Describes the form of each text. | | Describes the form of each text to provide a general description of where meaning has been altered. | Engages with the form of each text to discuss how meaning has been altered. | Contrasts the form of each text, exploring the degree to which meaning has be altered. | Compares and contrasts the form of each text, exploring the complexities and subtleties of altered meanings across both texts. |
| Plan, create and refine a response that is expressive and fluent. | Uses language that refers to the text(s). | | Uses generic language to describe both texts. | Uses appropriate language to explore how the texts conveys ideas, employing comparative terms. | Employs appropriate language and uses accurate metalanguage to explain how ideas and values are conveyed in both texts in response to the topic, skillfully uses comparative language. | Employs an individual voice, uses appropriate language and accurate metalanguage to fluently examine the ideas and values of both texts in relation to the topic, interweaves comparative language seamlessly. |
| Select and use textual evidence to illustrate and support assertions and interpretations. | Refers to text in relation to the key moments from the text(s). | | Provides textual evidence in each paragraph that responds to an aspect of the topic. | Embeds textual evidence that relates to an appropriate exploration of the topic. | Incorporates relevant textual evidence to explain how the author or creator has conveyed ideas in the texts presented in response to the topic. | Integrates relevant textual evidence with precision and control to critically examine the ways in which ideas are presented in the texts in consideration of the topic. |
| 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 written interpretation of a text, supported by close textual analysis, using a key passage.

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 |

* An analysis of how textual form influences meaning.

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 |