

VCE Literature 2023-2027

General assessment advice



VICTORIAN CURRICULUM
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Acknowledgement of Country

The VCAA respectfully acknowledges the Traditional Owners of Country throughout Victoria and pays respect to the ongoing living cultures of First Peoples.



Welcome

This on demand video

- explores the assessment tasks indicated in the VCE Literature study design for Units 1 and 2
- explores the mandated assessment in the VCE Literature study design for Units 3 and 4
- explores the rubrics published to support assessment in Units 3 and 4
- explore using and modifying those rubrics
- is advice only

Assessment: Units 1 and 2

Please note the following information:

- Text selection and assessment
- Including the language mode of speaking and listening in assessment

Possible assessment tasks for Units 1 and 2

- a close analysis of one of more selected passages
- an essay (comparative or analytical)
- a debate
- reading journal entries an in-class seminar
- a creative response to a text(s) studied
- an oral or a written review
- a multimedia response.

Sample assessment: Unit 2 Outcome 1

- Using a film text, students produce a visual essay in response to a selected specific focus explored in the classroom. The focus, drawn from the studied texts, could include:
 - ways in which Aboriginal and Torres Strait Islander peoples are presented
 - ways in which racism is explored
 - relationship of people to a landscape
 - significance of family
 - importance of story and storytelling.
- Students submit a series of screen shots from the film text paired with quotations from the film and from other texts.
- Students annotate and analyse their selected images and quotes in light of an identified focus.

Advice for developing rubrics

- suitable for the task or the range of tasks specified in the study design
- refer to the key knowledge and key skills identified in the units
- describe levels of student achievement as increasingly higher levels of performance qualities, with each successive cell describing a progressively higher level (for example, using cognitive taxonomies to differentiate levels of performance)
- reflect the quality of the response not the quantity of correct responses
- include between four and six levels of performance in each rubric row
- focus on what students can demonstrate and what can be observed in their responses (what students do, say, make or write)
- avoid jargon, pseudo counts (for example, 'some' or 'many') or use of ambiguous language.

Assessment: Units 3 and 4

Please note:

- Text requirements and assessment
- Including the mode of speaking and listening into one assessment task

Assessment: Unit 3

Outcomes	Marks allocated	Assessment tasks
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.	20	A written interpretation of a text, supported by close textual analysis, using a key passage.
	30	An analysis of how textual form influences meaning. Students may: <ul style="list-style-type: none">compare a dramatised version of a scene or scenes from a text with the original textcompare a print text with the text's adaptation into another form.
Outcome 2 Develop interpretations of a set text informed by the ideas, views and values of the set text and a supplementary reading.	50	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.
Total marks	100	

Assessment: Unit 4

Outcomes	Marks allocated	Assessment tasks
Outcome 1 Respond creatively to a text and comment critically on both the original text and the creative response.	40	A creative response to a text. Students may: <ul style="list-style-type: none">• submit an original piece of writing, presented in a manner consistent with the style and context of the original text• recreate or rework an aspect of the text, such as adding to the text, recasting a part of the text in another setting or form, or presenting an episode in the text from another point of view.
	20	A close analysis of a key passage from the original text, which includes reflections on connections between the creative response and the original text.
Outcome 2 Analyse literary forms, features and language to present a coherent view of a whole text.	40	A close analysis of a text, supported by an examination of textual details, based on a selection of passages.
Total marks	100	

Sample assessment: Unit 3 Outcome 2

Example 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.

Example 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.

Rubrics for Units 3 and 4

Rubrics or performance descriptors are now published on the VCAA website on the VCE Literature Study Design webpage.

These rubrics are based on evidenced-based research in assessment and feedback.

They are designed to describe what students can do, make, draw and create. They are positive about what students can do and what they can do next. They are designed to make assessment easier and feedback more directed.

Example of a rubric

		DESCRIPTOR: typical performance in each range					
		Key skills	Very low	Low	Medium	High	Very high
Unit 3 Outcome 2 Develop interpretations of a set text informed by the ideas, views and values of the set text and a supplementary reading.	Identify and explore ideas and the views and values expressed about those <u>ideas</u> , and explain how authors communicate these in a text.	Refers to ideas in the text.	Refers to ideas and views in the text.	Explores the ideas and views of the text, and some of the ways values are embedded in the text.	Considers the construction of the views and values of the text and how they connect with ideas.	Considers the complexities of the views and values in both texts and makes insightful links with the ideas presented.	
	Acknowledge the significance of historical, <u>social</u> and cultural contexts in understanding texts, and develop interpretations that take these into account.	Refers to the historical context of the text.	Describes the historical and either the cultural or social contexts of the text.	Provides an account of the role of the historical, <u>social</u> and cultural context of the text.	Explores the implications of the historical, <u>social</u> and cultural context of the text in light of the ideas, views and values of the text.	Creates insightful connections between the historical, <u>social</u> and cultural context of the text and the ideas, views and values of the text.	
	Examine the text to produce coherent, <u>sustained</u> and plausible interpretations.	Recounts moments in the text.	Describes ideas presented in the text.	Explores the ways ideas and views are presented in the text.	Engages with interpretations drawn from the ways the text presents ideas, <u>views</u> and values.	Develops and expands on interpretations drawn from the ways the text presents ideas, <u>views</u> and values.	
	Explore supplementary reading to further develop interpretations.	Recounts moments from the supplementary reading.	Describes the ideas presented in the supplementary reading.	Explores the ways an interpretation is presented in the supplementary reading.	Engages with the possible interpretations drawn from the supplementary reading.	Examines and expands on the possible interpretations drawn from the supplementary reading.	

Modifying a rubric

- Select the components of the VCE SAC rubrics that are most appropriate and most relevant for the assessment task.
- Attempt to capture the skill level of a range of students within the cohort: the lowest expected quality of performance should be something most or all students can do, and the highest expected quality of performance should be something that extends the most able students. Similarly, ensure that the range of qualities identified in the rubric shows the lower and the upper range of what an individual student could show in terms of the outcome, key knowledge and the key skills.
- Ensure rubrics contain between four and six rows.

Assessing and numerical marks

Holistic marking: Teachers assessing holistically should award numerical marks in line with the overall quality of the student response but can use the continuum of performance represented in the rubric to identify achievement and areas for improvement.

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