VCE Literature: Performance descriptors

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| **Literature**  **SCHOOL-ASSESSED COURSEWORK** | | | | | | | |
| **Performance descriptors** | | | | | | | |
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| **Unit 4**  **Outcome 2**  Analyse literary forms, features and language to present a coherent view of a whole text. | **DESCRIPTOR: typical performance in each range** | | | | | | |
| **Key skills** | **Very low** | | **Low** | **Medium** | **High** | **Very high** |
| Explore the ways key passages reveal developments in the text and how they relate to the text as a whole. | Recounts where a passage occurs in a text. | | Describes the context of the passages in connection with the text as a whole. | Engages with a key development referred to in the passages and makes connections to relevant events or ideas elsewhere in the text. | Explains the passages in relation to relevant developments and ideas important to the text as a whole. | Critically examines the significance of the passages in relation to key and relevant developments and ideas important to the text as a whole. |
| Embed an understanding of the text’s context, views and values in the interpretation. | Refers to characters and concerns in the text. | | Describes characters and concerns in the text considering the passages. | Engages with ideas and views presented in the text in consideration of the passages. | Explores the ideas, views and values presented in the text, connecting directly with the passages. | Critically examines the ideas, views and values presented in the text through a complex engagement with the passages. |
| Analyse the nuances of literary forms, features and language by considering their diverse effects and meanings and consider the effects and meanings developed in the selected passages in relation to an interpretation of the text as a whole. | Refers to aspects of forms, features and language and describes events, concerns and/or characters in the text, connects to some ideas. | | Provides connections between forms, features and language, and ideas in the text and identifies an idea to connect the passages and explore textual elements they have in common. | Uses suitable examples of form, features and language to explore ideas from the text and provides an interpretation of the ideas of the text through selected passages. | Examines relevant examples of form, features and language to explore the ideas from the text and creates a cohesive and sound interpretation of the whole text through a detailed analysis of selected passages. | Explores the interplay between form, features and language, and meaning in the text and composes a cohesive and plausible interpretation of the whole text through a detailed and responsive analysis of selected passages. |
| Create and refine a coherent, expressive and fluent response. | Uses a recount of the text as a structure. | | Offer paragraphing and generic language. | Uses formal language and deliberate paragraphing. | Uses formal language, accurate metalanguage and cohesive paragraphing. | Uses formal language, precise metalanguage,  and employs cohesive  and fluent paragraphing. |
| Develop an authentic voice. | Attempts a style. | | Uses a generic voice. | Constructs a distinct voice. | Creates and sustains a voice. | Creates an apt, sustained and individual voice. |
| Select significant examples from the passages to analyse in order to present an interpretation of the passages in the context of the whole text. | Refers to the text. | | Presents textual evidence from the set passages in each paragraph to support an idea. | Embeds textual evidence from the set passages appropriately and in connection with a key idea. | Incorporates relevant textual evidence from the set passages to illustrate and explore how ideas have been conveyed in the text. | Integrates precise textual evidence from the set passages in an analysis that examines how ideas have been conveyed in the text. |
| 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. |

KEY to marking scale based on the outcome contributing 40 marks

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| Very low 1–8 | Low 9–16 | Medium 17–24 | High 25–32 | Very high 33–40 |