

Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**St Brigid’s College   
VCE English Unit 3, 2017  
Area of Study 1 – Reading and Creating Texts: Outcome 1 (Part 2: Creative Response) – Island: collected stories (Alistair MacLeod)**

**SAC DATES:** Term 2, Week 7 – Wednesday 31st May & Thursday 1st June / Friday 2nd June 2017

**Outcome:** Produce an analytical interpretation of a selected text, and a creative response to a different selected text.  
**Task:** A creative interpretation of a selected text in written form.

**SAC Topics**

Choose ONE of the following tasks to demonstrate a creative interpretation of the selected text:

1. **Fill a silence in the text**For example: prologue, epilogue, giving a voice to a silent character

**OR**

1. **Present an alternative perspective from a selected story**For example: the father’s perspective in The Return, the grandmother’s perspective in The Road To Rankin’s Point, the grandfather’s or boy’s   
   perspective in The Lost Salt Gift of Blood.

**Rules and Details of the SAC**

* The SAC topics have been given to you at the start of the unit to allow you to work towards your final piece throughout our study of the text. This supports the creative writing process.
* Over the course of the unit you may develop ideas and plans for your own writing, however you will be able to show your class teacher just **ONE plan** in the week of the 22nd May. You will be able to discuss broad ideas related to the text, but close consultation regarding your final creative piece is not permitted. This is to ensure the writing remains authentically yours.
* It is important that you demonstrate the planning and drafting process of your creative response in class to show authenticity. You are permitted to work on this outside of class independently.
* You will be permitted to take into the SAC your final plan – a one-sided A4 page of hand-written notes/planning. You will submit this page with your SAC.
* You will also be permitted an English dictionary.
* You will have 3 periods to complete the SAC, the Wednesday single and the following double.
* Your SAC will be held under examination conditions in your scheduled English classes.

Assessment Criteria   
Reading and Creating Texts: Outcome 1 (Part 2: Creative Response)

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Area** | **VCAA Very High Expected Quality** | **The piece may typically demonstrate some of the following qualities…** | **VL** | **L** | **M** | **H** | **VH** | **Comment** | **Overall Ranking** |
| **Understanding of the text** | Sophisticated and complex understanding of the original text through insightful selection of key moments, characters and themes worthy of exploration. | * Clear understanding shown of a variety of stories, themes, ideas and character groups. * Deliberate and significant connections made and explored for meaning |  |  |  |  |  |  |  |
| **Interpretation and analysis of features** | Sustained development of voice and style by skilfully transforming and adapting language and literary devices to generate particular responses, with insightful consideration of the original text. | * The style and voice adopted for the creative piece has been influenced successfully by the selected author and text * Literary devices (metaphor, contrast etc.) identified in the text have been utilised for effect |  |  |  |  |  |  |  |
| **Features of creative writing** | Highly expressive, fluent and coherent written language that employs the skilful and accurate use of appropriate conventions for stylistic effect. | * Sophisticated expression * Fluent and coherent structure; well-planned * Stylistic features (voice, tense, structure) appropriate and accurate |  |  |  |  |  |  |  |
| **Written Explanation** | Insightful justification of decisions related to selected content and approach made during the creative process, demonstrating meaningful connections to the original text and complex understanding of purpose, audience and context. | * Selection of content is justified explicitly * Decisions throughout the creative process are discussed meaningfully * Connections to the original text are explained * The purpose, audience and context of the piece is clearly addressed |  |  |  |  |  |  |  |

**Overall Comments:**

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 | **FINAL SCORE:** |

VCAA Performance Descriptors

VCE English

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| --- | --- | --- | --- | --- | --- |
| **VCE ENGLISH**  **SCHOOL-ASSESSED COURSEWORK** | | | | | |
| **Performance Descriptors** | | | | | |
|  | | | | | |
| ***Unit 3***  ***Outcome 1***  ***Part 2***  ***Produce a creative response  to a different selected text.*** | **DESCRIPTOR: typical performance in each range** | | | | |
| **Very low** | **Low** | **Medium** | **High** | **Very high** |
| Limited understanding of the original text through reference to moments, characters and themes from the text. | Some understanding of the original text through reference to moments, characters and themes from the text. | Satisfactory understanding of the original text through considered selection of key moments, characters and themes worthy of exploration. | Thorough understanding of the original text through thoughtful selection of key moments, characters and themes worthy of exploration. | Sophisticated and complex understanding of the original text through insightful selection of key moments, characters and themes worthy of exploration. |
| Limited development of style by using language and literary devices, with little consideration of the original text. | Some development of style by using language and literary devices to generate responses, with some consideration of the original text. | Clear development of voice and style by transforming and adapting language and literary devices to generate responses, with appropriate consideration of the original text. | Considered development of voice and style by competently transforming and adapting language and literary devices to generate particular responses, with strong consideration of the original text. | Sustained development of voice and style by skilfully transforming and adapting language and literary devices to generate particular responses, with insightful consideration of the original text. |
| Written or oral language that shows limited control of conventions. | Mostly clear written or oral language that employs some conventions to attempt stylistic effect. | Generally fluent and coherent written or oral language that employs the appropriate use of conventions for stylistic effect. | Expressive, fluent and coherent written or oral language that employs the appropriate and accurate use of conventions for stylistic effect. | Highly expressive, fluent and coherent written or oral language that employs the skilful and accurate use of appropriate conventions for stylistic effect. |
| Limited justification of decisions related to content and approach made during the creative process with some reference to the original text and purpose, audience and context. | Some justification of decisions related to selected content and approach made during the creative process, demonstrating tenuous connections to the original text and some understanding of purpose, audience and context. | Sound justification of decisions related to selected content and approach made during the creative process, demonstrating solid connections to the original text and understanding of purpose, audience and context. | Thorough justification of decisions related to selected content and approach made during the creative process, demonstrating relevant connections to the original text and clear understanding of purpose, audience and context. | Insightful justification of decisions related to selected content and approach made during the creative process, demonstrating meaningful connections to the original text and complex understanding of purpose, audience and context. |

KEY to marking scale based on the Outcome contributing 30 marks

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Very low 1–6 | Low 7–12 | Medium 13–18 | High 19–24 | Very high 25–30 |

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**St Brigid’s College   
VCE English Unit 3, 2017  
Area of Study 1 – Reading and Creating Texts: Outcome 1 (Part 2: Creative Response) – Island: collected stories (Alistair MacLeod)**

**DATE:** Term 2, Week 9 (Oral Presentation week) – second double of the week

**Work Requirement Task**

You will have the option to respond to ‘Island’ on your VCE English Examination. You are required to complete the following task as part of your course, as well as to assist you in preparing for the end of year exam.

**Choose ONE of the following tasks to demonstrate an analytical interpretation of the selected text:**

1. ‘Nothing in Island is more important than family.’ Discuss.

OR

1. ‘Island demonstrates that it is “very much braver to spend a like doing what you really do not want.”’ Discuss.

OR

1. ‘The stories in Island show that once you have left you cannot go home again.’ Do you agree?

**Rules and Details of the Work Requirement Task**

* The essay topics have been given to you at the start of the unit to allow you to consider them throughout our study of the text. This task is not part of your school-assessed coursework, but it is a work requirement that must be completed to satisfactorily complete Unit 3 of VCE English.
* Over the course of the unit you may develop ideas and plans for your essay response. You are permitted to discuss these ideas with your teacher/s and others when needed.
* You are permitted to work on this outside of class independently.
* You will be permitted to take into the work requirement task a one-sided A4 page of hand-written notes/planning. You will submit this page with your essay.
* You will also be permitted an English dictionary.
* You will have a double period to complete the task – the second double of the week
* Your task will be completed under examination conditions in your scheduled English classes.

Assessment Criteria   
Reading and Creating Texts: Outcome 1 (Part 1: Analytical Response)

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Area** | **VCAA Very High Expected Quality** | **The piece may typically demonstrate some of the following qualities…** | **VL** | **L** | **M** | **H** | **VH** | **Comment** | **Overall Ranking** |
| **Understanding of the text** | Sophisticated understanding of the world of the text through an insightful analysis of the explicit and implied values it expresses, and how the author has responded to different contexts, audiences and purposes. | * Strong understanding and analysis of the explicit and implied values expressed in the world of the text * Understanding of how the author responds to the contexts of the text * Understanding of how the author writes for an audience and purpose |  |  |  |  |  |  |  |
| **Interpretation and analysis of features** | Sustained and insightful interpretation  of textual meaning through a complex analysis of features of the text. Considered and accurate use of textual evidence to justify the interpretation. | * Comprehensive interpretation of meaning presented in the text through close analysis of textual features * Accurate use of textual evidence to support interpretation |  |  |  |  |  |  |  |
| **Features of analytical interpretation** | Skilful control of the features of an analytical interpretation including the highly proficient use of structure, conventions and language, including  the use of relevant metalanguage. | * Your response demonstrates a carefully planned and considered structure * Metalanguage is utilised confidently and is embedded within the analysis |  |  |  |  |  |  |  |
| **Written language** | Highly expressive, fluent and coherent written language that employs the  skilful and accurate use of spelling, punctuation and syntax of Standard Australian English. | * Uses an array of expressive phrasing and vocabulary choices * The piece demonstrates a clear, logical development of ideas * Appropriate syntax, grammar, spelling and fluency |  |  |  |  |  |  |  |

Key to marking scale based on the Outcome contributing **30 marks**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Very low** 1-6 | **Low** 7-12 | **Medium** 13-18 | **High** 19-24 | **Very high** 25-30 | **FINAL SCORE:** |