



2024 Standard English Module C Assessment Task Year 12

TOPIC: Module C - The Craft of Writing	MARKS: 20
SUBMISSION REQUIREMENTS: Task is to be completed <u>in 50 minutes</u> in class on Friday 16 th August, Period 1, Week 4. The task will need to be completed in two (2) separate parts, Part A and Part B . No notes or drafts may be used while writing this response in class. In lieu of a draft, a practice task will be completed in class on 9th August, Period 3, Week 4. This will use a different text and different question.	WEIGHTING: 25%
OUTCOMES TO BE ASSESSED: <ul style="list-style-type: none">• EN12-1: independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure• EN12-4: adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts• EN12-9: reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner	
DIRECTIONAL VERBS: Compose: Make; build; put together items or arguments Applies/Adapts: to show understanding of the language forms and features used by other composers and the strategic use of these devices in compositions of their own. Reflect: To analyse or evaluate a process, insight, or experience when composing or creating Assess: To consider the success or quality of a text	
TASK DESCRIPTION: For this task, students will: Compose and reflect on a <u>discursive text</u> . This task is in two (2) parts: <ol style="list-style-type: none">1. Compose a discursive style feature article in response to the statement provided on the day. Your written piece should use a variety of discursive elements and be written in the style that reflects Richard Glover’s use of language in the article “Sleep No More! Age Doth Murder Sleep”. (12 marks)2. Reflect on how you have used elements of Glover’s style to shape meaning in your own composition. (8 marks)	

ASSESSMENT CRITERIA:

Use the following information to develop your understanding of the task criteria.

Part 1: Compose a discursive feature article that presents your ideas/opinion, using a range of discursive elements to shape your writing. Use Richard Glover’s article “Sleep No More...” as a model of a discursive feature article to create your own composition dealing with the provided statement. You will find Glover’s article at the end of this assessment task or

<https://www.smh.com.au/opinion/richard-glover-sleep-no-more-age-doth-murder-sleep-20190716-p527ot.html>

In your **discursive composition**, you should:

- Begin with a headline
- Include an engaging opening paragraph that presents your focus idea(s)/opinion(s)
- Reflect a tone that models Glover’s opinion piece
- Present a range of opinions/ideas – there is no need to focus on persuading your reader
- Use a variety of discursive elements as modelled by Glover, such as: First person narrative technique, anecdote, allusion, figurative language, humour, structure, conversational tone etc.
- Present ideas or an opinion in relation to the statement
- Write from your perspective or adopt a persona

Part 2: Reflect on how you have used language in a similar way to Richard Glover to present your ideas in response to the statement. Your focus must be on how your text uses discursive elements to shape meaning.

In your **reflection** you should:

- **Reflect** on your composition, analysing how your use of a range of discursive elements were used to shape aspects of your text such as your ideas, purpose, and/or tone.
- Consider the impact of discursive elements such as: narrative technique, anecdote, figurative language, humour, structure, conversational feel etc.
- Use examples/quotes from your own text and Glover’s to support your assessment/evaluation of your own composition.
- Consider how successful you have been in using the discursive elements of Glover’s article as a model for your own work.

ASSESSMENT MARKING CRITERIA

Part A – Discursive Composition	Outcomes: EN12-1, EN12-4	Mark	Grade
<p>Composes a highly effective discursive feature article in response to the statement. The student presents a well sustained development of engaging opinions and ideas, through the application of a skilfully structured writing style. The written piece has a highly appropriate and sustained tone, and the student skilfully adapts their knowledge of an extensive range of discursive language forms and features used by Glover into a new context, highly appropriate to the audience and purpose.</p>		11-12	A
<p>Composes an effective discursive feature article in response to the statement. The student presents an effective development of thoughtful opinions and ideas, through the application of a well-structured writing style. The written piece has an appropriate and sustained tone, and the student effectively adapts their knowledge of a range of discursive language forms and features used by Glover into a new context, appropriate to the audience and purpose.</p>		9-10	B
<p>Composes a sound discursive feature article in response to the statement. The student presents a sound development of opinions and ideas, through the application of an appropriately structured writing style. The written piece has an appropriate tone which may not be consistent throughout the written piece, and the student adapts their knowledge of a range of discursive language forms and features used by Glover into their own composition.</p>		6-8	C
<p>Composes a basic feature article in response to the statement. The student attempts to present some opinions and ideas, through the application of a writing style that may lack structure, a tone that may not be consistent or appropriate, and attempting to adapt their limited knowledge of discursive language forms and features used by Glover into their own composition.</p>		3-5	D
<p>Composes a limited feature article in response to the statement. The student will make little attempt to present opinions and ideas, through the application of a poorly structured writing style with inconsistent language use, little understanding of appropriate tone, and making little attempt to adapt any knowledge of discursive language forms and features used by Glover into their own composition.</p>		1-2	E

ASSESSMENT MARKING CRITERIA

Part B – Reflection	Outcomes: EN12-4, EN12-9	Mark	Grade
Demonstrates a highly effective ability to reflect on how discursive elements are used to shape meaning in the student’s own composition. There is an effective level of assessment of how the student adapted and applied their own use of language forms and features from their knowledge of Glover’s article to skilfully present a range of their own thoughtful ideas/opinions. The student uses a wide range of well selected textual references from their own composition and Glover’s article to support their reflection .		8	A
Demonstrates an effective ability to reflect on how discursive elements are used to shape meaning in the student’s own composition. There is a thoughtful level of assessment of how the student adapted and applied their own use of language forms and features from their understanding of Glover’s article to present a range of their own thoughtful ideas/opinions. The student uses a range of relevant textual references from their own composition and Glover’s article to support their reflection .		6-7	B
Demonstrates an ability to reflect on how discursive elements are used to shape meaning in the student’s own composition. There is a sound level of assessment of how the student adapted and applied their own use of language forms and features from their understanding of Glover’s article to present a range of their own ideas/opinions. The student uses a range of textual references from their own composition and Glover’s article to support their reflection .		4-5	C
Demonstrates a basic ability to reflect on how some discursive elements are used to shape meaning in the student’s own composition. It might make some effort to assess , but largely identifies some language forms and features adapted from Glover’s article and applied to their own composition to present basic ideas/opinions. The student uses some examples from their own and Glover’s article in their reflection .		2-3	D
Demonstrates a limited ability to reflect on how discursive elements are used to shape meaning in the student’s own composition. Lacks any attempt to assess , and does not identify any language forms and features used in their own composition. May not reference Glover’s article. The student may supply a recount of their own composition.		1	E

Richard Glover: Sleep no more! Age doth murder sleep

By [Richard Glover](#)

July 19, 2019

The British government is issuing official guidelines on bedtime – telling people, of various ages, how many hours' sleep they must achieve. This is a mistake. Don't they realise the reason people can't get enough sleep is because they are so worried about getting enough sleep?

Already I spend most of the night in fevered calculation. "It's now 2.20am and I went to bed at 11pm, which means I've only had 3 hours 20 minutes' sleep, and since I'm meant to have 8 hours, means a deficit of ..."

For someone who is bad at arithmetic, this calculation involves the mouthing of numbers, the use of fingers, and the reciting of barely remembered times tables, so much so that by the time I'm finished it is fifteen minutes later, and I must start the whole calculation afresh.

Meanwhile, I don't know what to do with my arms. Once you get into bed, you seem to have too many of them. I scrunch one under the pillow, pop another up over my head, and still have a third and a fourth with nowhere to go. If the British government could find a way of making them detachable, I might have a chance of nodding off.

The pillow, too, is all wrong. It's too thin, but if I fold it double, it's too fat. A scrunched-up arm, plus pillow, is about right, especially since I have arms to spare, but then my elbow goes numb and my head gets too hot.

I turn over, replacing the numb arm with a fresh spare, which means I'm now facing the clock. Why do they make alarm clocks with such large, illuminated numbers? Couldn't the British government step in with some regulations on clock illumination?

It's now 2.50am, I've had no further sleep, the alarm is set for 7.15am, which means that if I went to sleep RIGHT NOW, my deficit would still be ...

My God, mental arithmetic is difficult. How do people do it? Perhaps I should assume it's already 3am and the alarm is set for 7am, that's four hours, right? I check my calculation, counting out the numbers on a spare set of fingers, which I find at the end of one of my spare arms. Correct! Now add the 10 minutes and the 15 minutes, which is 25, plus the 3 hours 20 I've already enjoyed ...

I'm halfway through the computation, when I discover I need a wee.

I heave myself out of bed, and trip on my boots, which clatter across the floor, awakening Jocasta sufficiently that she issues a sleepy proclamation that, if I insist on having a wee, she'd prefer me to sit down during the process to avoid what she calls "accidents".

Mustering my dignity, I stumble down the hallway and carry out her instructions which – while they might sound emasculating – do, as I understand it, reflect the cultural norms in Germany, where all men sit down to wee.

I return to bed and wonder if this is why they lost the war.

This gets me thinking about Stalingrad, the book not the battle, the one by Antony Beevor, which really is terrific, the book not the battle. I'd like to read it again, but I loaned it to someone, if only I could remember who, I think it was Simon.

It's 3.45am. I need another wee. I refuse to sit down this time. I realise I have left the grounds for a dispute, scheduled for the morning.

Back in bed, I turn away from the alarm clock, its amber numbers pulsating in the dark. I adopt the foetal position, my various arms tucked-in like origami.

I wonder why my body, which feels fine during the day, descends to fresh levels of decrepitude at night. Maybe I should start taking fish oil supplements to help my hip, which is now aching, besides which they say it's good for your brain, then again, if fish oil was so great for your brain, how come fish aren't smarter?

It's 4.15am and I am way under my required eight hours. According to a draft of the British government's advice, leaked to the UK newspapers, "failure to sleep between seven and nine hours a night is associated with physical and mental health problems, including an increased risk of obesity, strokes, heart attacks, depression and anxiety."

Oh, my God, I'm too young to die. I turn and look at Jocasta, lit by moonlight, wondering how she'll cope without me, should the British government be proved right.

Perfectly well, probably. A cleaner bathroom floor for a start.

I feel depressed, and certainly obese, which may prove their point, then again what would the British government know, a dysfunctional rabble of self-servers and charlatans, about to decapitate their own economy in a fantasy of backward-looking nostalgia and barely concealed racism. And don't get me started on the Opposition.

I decide their advice is not worth taking. Besides which, it's now so close to dawn, it's pointless to attempt sleep. I put aside their warnings and relax.

The alarm wakes me at 7.15am. I don't feel too bad. I just wonder, once you reach a certain age, why your nights become more stressful than your days.