



RESPECT | RESPONSIBILITY | PERSONAL BEST

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| <b>Faculty:</b> English                              | <b>Course:</b> English   | <b>Time allowed:</b> 55 minutes in class on the date set by the teacher. |
| <b>Teachers:</b> Daniel Crosland<br>Kylie Sutherland | <b>Email:</b> <a href="mailto:daniel.crosland1@det.nsw.edu.au">daniel.crosland1@det.nsw.edu.au</a><br><a href="mailto:kylie.sheaves@det.nsw.edu.au">kylie.sheaves@det.nsw.edu.au</a> |  |
| <b>Task number:</b> 3                                | <b>Title:</b> Discursive Essay   | <b>Syllabus outcomes assessed:</b> EN4-URA-01<br>EN4-ECB-01              |
| <b>Year:</b> 7                                       | <b>Due date:</b> Term 3, Week 8  | <b>Weighting:</b> 40%  |

**21<sup>st</sup> Century and employment related skills:**

|                                     |                   |                                     |                                |                          |                         |                          |                              |                          |                           |
|-------------------------------------|-------------------|-------------------------------------|--------------------------------|--------------------------|-------------------------|--------------------------|------------------------------|--------------------------|---------------------------|
| <input checked="" type="checkbox"/> | Communication     | <input checked="" type="checkbox"/> | Collaboration                  | <input type="checkbox"/> | Creativity              | <input type="checkbox"/> | Use of technology            | <input type="checkbox"/> | Problem Solving           |
| <input checked="" type="checkbox"/> | Critical Thinking | <input checked="" type="checkbox"/> | Self-reflection and refinement | <input type="checkbox"/> | Planning and Organising | <input type="checkbox"/> | Cross-Cultural Understanding | <input type="checkbox"/> | Initiative and Enterprise |

**Task description:** In the words of Boris Pasternak, "*Literature is the art of discovering something extraordinary about ordinary people, and saying with ordinary words something extraordinary.*"

For this task, you will write a **discursive essay** reflecting on your experiences of engaging with the prescribed novel. Your essay should explore your perspective on the 'extraordinary' nature of the novel, focusing on the following aspects:

- **Personal perspective of the novel:** Discuss your intellectual and emotional reactions to the story, considering how they have influenced your perspective about ideas, values, life and people.
- **The Value of the Novel's Themes:** Reflect on the themes explored in the novel and their significance. Discuss how these themes resonate beyond the storyline and provide insights into human experiences, emotions, or societal issues.
- **The Playful Nature of the Language:** Discuss the author's use of language, considering its style, imagery, and literary devices and its 'extraordinary' qualities.

**Academic Rigour**

The task that you submit must be an original composition that reflects your own thoughts, ideas, skills and creativity. This means your submission must be entirely created by you, without the assistance of artificial intelligence or any automated content generation tools for any part of the task that will be formally evaluated according to the marking criteria.

*We value your individual perspective, critical thinking, and unique voice in this assignment.*

### Additional Submission Guidelines

With guidance from your teacher, you may choose one of the submission options below.

1. **TO BE MARKED AGAINST ALL CRITERIA:** To have the essay marked using the 5 to 1 criteria students cannot use any supporting documents.
2. **TO BE MARKED AGAINST 4 TO 1 CRITERIA:** To have the essay marked using the 4 to 1 criteria you are only permitted to use your ALARM tables during the in-class assessment period. The ALARM tables must be submitted for teacher approval prior to the task.
3. **TO BE MARKED AGAINST 3 TO 1 CRITERIA:** To have the essay marked using the 3 to 1 criteria you are permitted to use your ALARM tables and a scaffolded writing proforma. The scaffolded writing proforma will be provided to you on the assessment period. The ALARM tables must be submitted for teacher approval prior to the task.

**Drafting and Feedback Information:** You will be given an opportunity to work on your essay in class prior to the due date. Your teacher will allocate **TWO (2) lessons** where you can plan and start writing a draft of the essay that you will write in class on the lesson set by your teacher in Week 8. You are encouraged to work on planning and drafting your essay outside of timetabled lessons and to seek feedback. All requests for feedback **MUST** be submitted **prior to 3pm on Wednesday the 4th of September, 2024.**

### Drafting Schedule

1. **Planning Stage:** You should develop a plan that outlines your key discussion points, themes and personal reflections.. This should be completed by the **middle of week 6.**
2. **First Draft:** Your first draft should be completed by the **end of week 6.**
3. **Second Draft:** After refining and proofreading your first draft, you are encouraged to seek feedback from peers, parents and/teacher on your second draft. All requests for feedback **MUST** be submitted **prior to 3pm on Wednesday the 4th of September, 2024 (week 7).**
4. **Refine and revise your essay** prior to completing it in class in Week 8.

## Marking Guidelines

| Marks                       | 5<br>No Notes   | 4<br>ALARM tables  | 3<br>ALARM and Writing Scaffold   | 2<br>ALARM and Writing Scaffold   | 1<br>ALARM and Writing Scaffold  |
|-----------------------------|---|--|---|---|--|
| <b>Discussion of themes</b> | Your response demonstrates a clear understanding of the themes explored in the novel and provides a concise discussion of their significance and value beyond the novel.  | Your response demonstrates a solid understanding of the themes explored in the novel and competently discusses their relationship to human experiences, emotions, and societal issues..  | Your response demonstrates some understanding of the themes explored in the novel and discusses their relationship to human experiences, emotions, and societal issues.   | Your response demonstrates a basic understanding of the themes explored in the novel and offers a basic discussion of their relationship to human experiences, emotions, and societal issues. | Your response demonstrates a limited understanding of the themes explored in the novel and merely describes their relationship to human experiences, emotions, and societal issues.    |
| <b>Perspectives</b>         | Your response concisely and engagingly discusses your intellectual and emotional reactions to the novel, highlighting how it influenced your understanding or perspective on elements of life, human values, and people..   | Your response logically discusses your intellectual and emotional reactions to the novel, explaining how it influenced your understanding or perspective on elements of life, human values, and people.  | Your response discusses your intellectual and emotional reactions to the novel and how it influenced your understanding or perspective on elements of life, human values, and people.   | Your response attempts to discuss or may describe your reactions to the novel and how it influenced your understanding or perspective on elements of life, human values, and people.          | Your response describes your reactions to the novel with little or no consideration of how the composer has influenced your perspective on elements of life, human values, and people. |
| <b>Style Language</b>       | Your response demonstrates an effective understanding of the author's use of language, highlighting its extraordinary qualities, such as style, imagery, figurative and descriptive language, tone, and mood.   | Your response demonstrates a clear understanding of the author's use of language, considering its extraordinary qualities, including style, imagery, figurative and descriptive language, tone, and mood.                                      | Your response demonstrates some understanding of the author's use of language, considering its extraordinary qualities, such as style, imagery, figurative and descriptive language, tone, and mood.  | Your response demonstrates a basic understanding of the author's language use, with minimal consideration of its extraordinary qualities.   | Your response demonstrates a limited understanding of the author's language use, with no consideration of its extraordinary qualities  |
| <b>Control of language</b>  | Your response is structured in a logical way and is easy to follow the progression of ideas from start to finish. Connectives and conjunctions, and other word and sentence-level devices, are used with purpose to join ideas together and create cohesion. You have used a range of language features appropriate to the discursive form. | Your response maintains a clear structure throughout. Connectives and conjunctions, and other word and sentence-level devices, are used to join ideas together and create cohesion. You have used language appropriate to the discursive form. | You have tried to structure the presentation of your ideas. Some word and sentence-level devices are used to join ideas together. You have made word-level choices and used sentence structures which demonstrate some control of language. | You have attempted to structure your ideas. You have attempted to use some strategies to join your ideas together. You have made some language choices which demonstrate variable control.    | You have attempted to compose a response and have limited control of language choices.   |

