English- Standard- Module C
Exploring student work samples – part two- Reflection response transcript

(Duration 19 minutes 29 seconds)

(gentle music)

Welcome to the HSC hub student support sessions. This is part two of a two part resource focusing on English Standard Module C: The Craft of Writing and in this section, we will explore student writing samples from the 2019 HSC examination. In part two, we will explore the associated explanation statement linked to the sample we explored in part one. If you have not completed part one, we highly recommend you do so as it frames the discussion within this section.

In part two, we will unpack a sample explanation statement. You will be required to annotate the sample, reflect on your own writing and then experiment using your new learning. Don't forget that there is a resource book attached to this module.

[Slide reads: If using in a classroom context you may like to:

* View the recording and pause and discuss key ideas with the students during designated times
* Add your own ideas, resources and/or sample questions to the resource booklet
* Allocate sections for students to view as flipped learning and then co-construct modelled, guided and then independent responses]

This resource can be used by teachers with their classes or by students revising in their own time. The advice that is on the screen now is also found in the student resource booklet. It's a great idea to substitute the content in the booklet to reflect the students’ areas of interest and the students’ areas of need.

[Slide reads: If using this resource at home independently you will:

* Need a copy of your previous assessment for this module
* (if we decide) a copy of the student booklet either hard copy or digital
* Access to the 2019 HSC marker feedback, the 2019 examination paper and the specimen paper (all found by searching: NESA English Standard or <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-standard-2017>) ]

If you are a student engaging with this resource in your own time, we recommend you have ready access to the following resources as they will help you get the most out of this session. This information is also found in the resource booklet.

This resource has a run time of around 30 minutes. However, this timing indicates the duration of the video content and does not take into consideration the time required for students to engage deeply with the activities provided.

Now onto the explanation aspect of this sample. But before we explore a sample examination reflection, it's important we reconnect with the key verb in the examination section, and that is the word explain. While you are explaining your process within the examination and you are reflecting on what you have achieved in relation to your desired purpose, you are not expected to reflect in the same way that you would in class when you would have had plenty of time and space to think things through. This is the reason why verbs like explain are more likely to be part of the examination questions structure for this section. Remember that the word explain requires a relation of cause and effect. The cause is the purpose and the choices in language form, features, or devices, and the effect is the desired impact on the responder. The mood you create, the emotions you evoke for example, you are making the relationship between the choices you made and the impact of these evident. You are showing why you made certain decisions, connecting to the prescribed texts for example, and then how you created meaning.

[Slide reads: What are some typical features of reflective writing?

Reflective writing may include some of the following features:

* Use of first person to express self-assessment
* Use of evaluative language
* Considered use of examples
* Use of anecdotal references, imagery or metaphor
* Explanation, description or justification of the use of specific language or stylistic devices
* Connections between what students learn about writing and the writing that they craft
* Self-awareness of the learning process
* May be objective and/or subjective]

NESA has provided teachers and students with an outline of some of the typical features of reflective writing. This information has informed the creation of the features of reflective writing checklist. You will utilise this checklist as you engage with the sample and reflect on your own writing. You do not need to read this information right now, this is just to let you know what has influenced the creation of the checklist.

[Slide reads: The examination specifications in the Assessment and Reporting documents indicate that for Module C students may be required to reflect on one or more of their prescribed texts. What does this mean?

The sample questions English Advanced Example C (b) and English Standard Example B (b), demonstrate how a student may be required to explain what they have learned about a particular aspect of language or stylistic device that they have used in their own writing and how this influenced their creative choices. The sample marking guidelines provide direction about how students may be required to demonstrate what they have understood through reflection about crafting language, for example by explaining or justifying aspects of their writing.]

The examination specifications in NESA's assessment and reporting document indicate that for Module C, you may be required to reflect on one or more of your prescribed texts. And this means that you need to demonstrate how a prescribed text has influenced your learning about a particular aspect of language or a stylistic device that you then use in your own writing. As well as how this text has influenced your creative choices. The sample marking guidelines provide direction about how you may be required to demonstrate what you have understood through reflection about crafting language. For example, by explaining or justifying aspects of your writing. When writing your reflection, make sure you include the following. You want to start with a really clear connection to the requirements of the question and that can involve justifying your language choices. Why you used first, second or third person point of view, for example, or specific figurative language, maybe choices in syntax, like specific punctuation, sentence types or length. Maybe sentence openings that you repeated, or maybe sentence endings that you repeated. Make sure you use quotes from your piece of writing to support your self-reference and the reflection that will take place within your discussion. Make strong links to prescribe texts, if this is required by the question, because remember there is a sample that NESA has provided that does not actually require this, but do not analyse the prescribed text. Show how and why it has influenced your own writing.

Now let's explore the sample.

[Slide reads: Paragraph 1 - My imaginative story follows a young man in a coma remembering a place his father took him to. The motif of crying in the story is inspired by the poem ‘An Absolutely Ordinary Rainbow’ by Les Murray. The poem is about a man crying in the streets and is a commentary on the expectation of men in society not to cry. I use that commentary in a speech my character's father gives. In my story however the speech is a positive and he realises the message but a man's fears are special and should be cherished.

Paragraph 2 - The motif of crying in my story is inspired by the poem as well as the idea of contagious crying where as my characters younger self cries so does he.

Paragraph 3 - My story uses many metaphors such as, “I sink into the mattress of beeps.” and these build up into a sound motif. I also use lots of truncated sentences to allude to my character being a teenager as it is a common theme in younger people's language to talk in short of sentences. The idea of the ice cream shop is inspired by a real memory of mine from childhood. I chose to focus less on the direct conversation in the memory because I wanted to focus more on the last thing effects of memories. I use my language throughout to build up certain suspense so the audience can build on an idea of what will happen but still get a satisfying pay off. This is best shown at the end of the second paragraph where I say, “Then we pass an accident and I remember which memory this is. Which time. I beg my brain to make it stop. I brace myself.” The truncated sentences help build suspense and make the reader feel that things are coming to an end.

Paragraph 4 - At times in the story I talked about the world around the character. This builds a sense of wonder and beauty. This is something Murray did well in his poem. This is best shown when he talks about the people surrounding the man and touching him.

Paragraph 5 - The language I use helps build tension and a desire to know what happens. It also builds a sense of wonder in the world as these are memories experienced by a man in a coma. The story ends with a boy passing away and we discover that the alley is his passage to heaven. Heaven for him is the memories with his dad.]

This is the sample reflection, that accompanies the imaginative response. This explanation is found in the resource booklet and you are not expected to read all of the content that is on the slide. We would like you to pause the presentation and read the explanation in the resource booklet. Please note that the student did not number their paragraphs. This has been added, so the content on the following slides is easier for you to follow. Pause the presentation and read the explanation that is provided within resource five in the resource booklet. (gentle music)

Before we annotate and unpack the example explanation, we would like you to read the definitions and explanations provided within resource six. And then we would like you to complete activity six. This activity is asking you to identify whether the sample explanation statement contains a common features of reflective writing. Later, you will write your own reflection and explanation, and then you will self-assess your own writing. Pause the presentation and read resource six and complete activity six. (gentle music)

The shortintroductory statement at the start of the reflection should explain three things. What you did? How you did it and why you did it? Can you identify those in the opening paragraph? I'm going to read that to you now. Paragraph one opens with, “my imaginative story follows a young man in a coma remembering a place his father took him to. The motif of crying in the story is inspired by the poem ‘An Absolutely Ordinary Rainbow’ by Les Murray. The poem is about a man crying in the streets and is a commentary on the expectation of men in society not to cry. I use that commentary in a speech my character's father gives. In my story however the speech is a positive and he realises the message “but a man's tears are special and should be cherished.” Pause the presentation and answer the three questions under paragraph one within resource seven, activity seven, these should take you a couple of minutes. (gentle music)

Now let's check your answers. In this example the what is an imaginative short story. How is using the motif of crying. And the why is to make comment on the expectations of men in society not to cry. But how could this be improved? Well, the student's response could have been improved by including more detail in the how, for example something like, ‘my key inspiration from the poem "An Absolutely Ordinary Rainbow" by Les Murray, was the motif of crying that runs through the story. But I also use metaphors and sentence structure to build the complexity of my characters, and enhanced tension in key points of my story.’ What other improvements could you suggest?

Now we would like you to move on to paragraph two. There are a couple of reflection activities that focus on how this paragraph could be developed further. Think back to the HSC marker feedback while you are reflecting. Pause the presentation and complete activity seven for paragraph two. (gentle music)

How did you go? Could you make some connections between the paragraph and the HSC marker feedback? Now we would like you to move on to the activities for paragraph three. These activities require you to unpack the effective aspects of the paragraph, and then identify three areas where the composer could have enhanced their response. Utilise table four the feedback on reflection activity, to provide specific feedback in relation to sections of the response. Pause the presentation and complete activity seven for paragraph three. This will take you quite a bit of time. So, make sure you give yourself enough time to complete each activity thoroughly. (gentle music)

Welcome back. What did you notice and what advice did you provide? A few things that might have stood out for you might have included the following. It's important to avoid using generalisations, such as ‘many metaphors’, and colloquial words like ‘lots of’ in your writing. This is used in the reflection to explain the use of language devices in constructing the imaginative piece. However, there should have been specific detail about which metaphor and why it was used. Then connect that to the text that inspired this metaphor. The motif in relation to this metaphor could have had more of an explanation because it's a very important device. And yet it isn't explored in a lot of depth. There is the tendency to list the features of the piece and the devices that have been used. The ideas in this paragraph could have actually been expanded into two or three more detailed paragraphs. There was also a lapse in maintaining a formal voice because of the colloquial language. And this can take away from a reflection’s effective discussion. Now we would like you to pause the presentation and add any new ideas as extra notes to your observations. (gentle music)

Now, we would like you to reread the HSC marker feedback for this section of the 2019 HSC. We are hoping that you will make connections between the marker feedback and these two paragraphs. Focus on what the student has done well and what they could improve upon. Now, pause the presentation and complete activity seven for paragraphs four and five. This will take you quite a few minutes as well to complete these in sufficient detail. (gentle music)

What did you notice? Well, you might have noticed that they focus on Murray's writing rather than emphasising how Murray's writing has influenced their own response. And then they should have given self-referential textual evidence to prove their point. They also say ‘the language I used’ without making specific connection to types of language used, was it vernacular? Was it jargon? Was it certain types of verbs or adjectives? It's essential, you are specific rather than general. And then of course support that with evidence. Maybe it was Murray's use of verbs that inspired the writing. The example should then illustrate this point about the influence of the prescribed text. Don't forget to pause the presentation and add any extra notes to your own writing. (gentle music)

Now it's time to reflect on our learning. We want you to spend some time revisiting reflections you have previously written as part of Module C. The instructions for this activity are found within activity eight. This will take you quite a bit of time as you're required to reflect, and then rewrite. Pause the presentation and complete activity eight. (gentle music)

Now it's time to apply your thinking, pause the presentation and spend 10 to 15 minutes, writing your response for activity nine a. You will need to revisit your writing from part one, and that may take you some extra time. So pause the presentation and complete activity nine a make sure you give yourself enough time to complete each of the steps. (gentle music)

You have now engaged in a practice writing task for both part A and part B. Now we would like you to have a little break away from this session. This is so when you come back to reflect, you have a fresh head and you are able to be really honest and self-reflective.

How did you go? Give yourself a pat on the back for having a go at timed writing and taking a brain break. Now it's time to reflect and acknowledge how far you have come. Part B required you to explain how your study of The Craft of Writing has enabled you to create an engaging piece of writing. In your response you needed to make detailed reference to your use of language from part A. Now we would like you to complete activity nine b. There are three components to this activity. You will be required to reflect on activity six and utilise table two. And then complete that table based on your own reflection. Then we want you to complete table six as part of activity nine b. Pause the presentation now and complete each activity within nine b. (gentle music)

Welcome back, now it's time to get some feedback from a peer or your teacher share your response with a peer and complete activity 10. There are quite a few stages in this activity, and it will take you quite a bit of time. This activity requires you to self-reflect on your own response. There are steps provided with the activity and they will take you back to the HSC marker feedback, as part of this process. Share your response with a peer or your teacher and ask them to review the content in light of the HSC marker feedback and the marking criteria. Pause the presentation and complete activity 10. Remember to give yourself sufficient time to engage in all of the steps in this activity. (gentle music)

We hope you got a lot out of that activity and can see the value in working with a peer and liaising with your teacher. This is the final activity in this session, and this is where you can outline the growth in your writing and understanding as a response to this learning. The ‘What makes you say that?’ And ‘I used to think, now I think’ activities help you identify specific areas of strength and areas for improvement. You can use these activities with many different tasks. Pause the presentation and complete activity 11. (gentle music)

We are now at the end of part two of this resource, we hope you have found this useful. And we would like to wish you all the best in your upcoming examinations. (gentle music)

End of transcript