HSC hub – English

**Year 12 English Extension 2**

Student support session – Refining your reflection statement

Resource booklet

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## Required materials

Please ensure that you have –

* A copy of your previous school-based coursework – viva voce, literature review, critique, draft major work, journal and draft reflection statement.
* This resource in a soft or hard copy
* Pens and highlighters.

## Advice to the teacher supporting students

If using in a classroom context you may like to –

* use this resource in a workshop setting with a group or an individual student to work through on their own ​
* pause the recording and ask students to read, reflect and write
* refer to school-based assessments (viva voce, literature review and critique), journal and a draft of their reflection statement to do the activities.

## Advice to the independent student

If using this resource at home independently you will need – ​

* access to all your school assessments (viva voce, literature review, critique) and your journal ​
* a draft of your reflection statement to refine. ​

You can use this resource to workshop the redrafting of your reflection statement by pausing the recording to complete the suggested activities. ​

## Resource 1 – Extracts from NESA documents

* English Extension 2 develops independent and collaborative learning skills and higher-order critical thinking that are essential at tertiary levels of study and in the workplace ​
* Students undertake extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement ​
* The Reflection Statement is composed at the end of the composition process and is a personal, critical reflection on the process involved in completing the Major Work and on the completed product.

[NESA English Extension 2 Rationale](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-extension-2017/rationale)​ and [NESA English Extension 2 course structure and requirements](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-extension-2017/course-structure-and-requirements​) (2017) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2017.

### Extract from Assessment and reporting document.

#### The Reflection Statement: ​

* summarises the intention of the Major Work and the relationship it has with the extensive independent investigation​
* includes an outline of the intended audience for the Major Work and the purpose for which it was composed
* supports the Major Work, explaining the relationships of concept, structure, technical and language features and conventions
* explains the relationship the Major Work has to the English Advanced and Extension coursework – this can include the work undertaken in Year 11
* explains the development of concepts during the process of composition, making clear the links between independent investigation and the development of the finished product​
* indicates how the student realised the concepts in the final product
* may be written in either a formal or an informal register​
* may be submitted as a separate document or attached to the Major Work.

[English Extension 2 Stage 6 Assessment and Reporting](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-extension-2017/assessment-and-reporting) (2017) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2017.

### **Activity 1** –

Highlight in red or circle the aspects that need to be discussed in your reflection statement.

##### Extract from the English Extension Syllabus:

* The Reflection Statement evaluates the process of composition and the product is submitted with the Major Work.

This includes: ​

* an analysis and evaluation of the relationship between the Major Work and extensive independent research​
* an explanation of the intended audience and purposes for which it was composed​
* an analysis of the relationships between concept, structure, technical and language feature
* an explanation of how the Major Work is an extension of the skills, knowledge and understanding developed in the Stage 6 English courses. ​This relationship may have developed throughout the Year 11 and 12 English Advanced and English Extension 1 courses​​
* an evaluation of the writing process and the realisation of the concept in the composition​
* a reference list for the texts used in the Major Work and cited in the Reflection Statement. ​

[English Extension Stage 6 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-extension-2017) (2017) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2017.

### **Activity 2** –

Read the purpose and parameters of the reflection statement as outlined in both documents and answer the following questions.

1. Where does each place emphasis?
2. What helpful information can you obtain from the syllabus?

## Resource 2 – Marking guidelines

* Explanation of the intended purpose and audience of the Major Work
* Explanation of the impact of the extensive independent investigation
* Explanation of the relationship of the Major Work to the knowledge, skills and understanding developed in English (Advanced) and Extension courses ​
* Evaluation of the relationships of concept, structure, technical and language features and conventions. ​

## Resource 3 – Marking criteria – top band

* Composes a sophisticated and critical Reflection Statement that explains the purpose and audience of the work​
* Comprehensively explains the relationship of extensive independent investigation to the Major Work​
* Provides a highly developed explanation of the relationship of the Major Work to the knowledge, skills and understanding developed in English Advanced and Extension courses​
* Evaluates in a highly effective manner the relationships between concept, structure, technical and language features and conventions in relation to the intended purpose of the Major Work. ​

[English Extension 2 Marking Guidelines](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-extension-2017/marking-guidelines) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2017.

### **Activity 3** –

1. Read the broad marking guidelines (Resource 2) and then read the specific marking criteria of this top band (Resource 3). What observations can you make that give you some insight into what the markers are hoping to see?

## Resource 4 – Animated clip

After you have watched the animated clip about using your school-based course work, pause the presentation and complete this activity in your journal.

### **Activity 4** –

Using your –

1. Viva voce - write about one gem you talked about back then and how it is conveyed now in your major work.
2. ​Literature review- best piece of research, article or literature that you read. How was this realised in your major work?
3. ​Critique –  a creative decision you made early in the journey. Describe it. Has it altered? Stayed the same? What was your intention and how is it conveyed in your major work?
4. ​Journal – the journal should document your creative journey. Look back and find an insight that you have lost sight of that sparks a new idea. How will you use this in your major work?

## Resource 5 – Markers feedback from 2019

* ensure that they reflect on the processes they went through to complete the Major Work
* use their journal to document the process undertaken and then use this information to support the composition of their Reflection Statement.

What was done well, students were able to –

* demonstrate understanding of the relationship between the chosen concept and the chosen form, and the impact that the extensive investigation had on developing this essential connection
* convey clear awareness and understanding of the relationship between the Major Work and the intended audience and the way this relationship is shaped through the process of composition and the construction of meaning
* make explicit the correlation between the process and product
* present clear and realistic links to the English Advanced and Extension 1 courses.

Areas for students to improve include –

* establishing extensive research into form, as this is an area that is lacking in many responses and often translates to the quality of the Major Work itself
* avoiding too many words addressing what the student did not do
* focusing on development of content and how the influence of research into the context/form shaped compositional choices and experience
* ensuring that the Reflection Statement is not narrative heavy and wordy, explaining how the characters or situations in the Major Work operate together
* ensuring all requirements are addressed in an authentic manner, avoiding superficial, contrived or trite observations/references to investigated texts.

[English Extension 2 Feedback from the 2019 marking centre](https://educationstandards.nsw.edu.au/wps/portal/nesa/resource-finder/hsc-exam-papers/2019/english-extension-2-2019-hsc-exam-pack) (2017) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2017.

### **Activity 5** –

After you have viewed this section. List three aspects of this information that you can include in your reflection statement.

## Resource 6 – Investigation

* Wide reading, quality ​
* Literary theory​
* Writing process, style​
* Form – purpose of, structure of, style, language features ​
* Concept – topic, ideas​
* Context – role of, setting (time and place) ​
* Character.

### **Activity 6** –

Consider your research process. Explain one noteworthy piece of research (title, author) and how effectively it was resolved in your major work?

## Resource 7 – Process

After all your independent investigation – ​

* How did you develop your own 'voice'? ​
* Consider (evaluate) all aspects of your context that influenced you to write your major work (product and process).
* Consider context to be: personal experiences, confines of/learning in, this subject, the here and now in time and the influence it has on you, extensive research into form/topic/literary theory, what you have read: why you read it and what you have learnt from it?​

Note – the feedback from the marker centre 2019, emphasised including what you did do, not what you did not do. ​

### **Activity 7** –

In your journal reflect on your process of research, refinement and composition.

1. Select one aspect of your process that was effectively resolved in your major work.
2. Explain the process.

## Resource 8 – Purpose

* Initial – what was the intention that guided you wanting to compose a major work
* Was there a personal experience that sparked an idea? How and in what way?
* What was the relationship between your intention and your extensive independent investigation?
* Refined – Did your purpose change during your process? If so, in what ways?
* Resolved – How was your purpose resolved in your major work?

### **Activity 8** –

Reflect on the questions here and in your journal write.

1. Clearly state the purpose of your major work.
2. Write a few sentences to convey the process of refining your purpose and how it was resolved in your major work.

## Resource 9 – Concept

* What ideas frame your major work? Did something in your context spark an idea that you want to convey to an audience?
* What do you want to say? What do you believe in? What matters to you?
* What's driving you philosophically, socially, economically etcetera?
* How have you researched your concept?
* What have you discovered about this concept?
* How has your understanding changed over the course of the process?
* How has your concept been realised in your major work?

### **Activity 9** –

Clearly state your concept.

1. Explain one piece of key research you undertook to refine your concept. What did you learn?
2. How was this realised in your major work? Give a specific example.

## Resource 10 – Audience

* For whom are you composing?
* Where might you see your major work published?
* What value will your major work bring/give this audience?
* What do you hope will be the impact of your major work on this audience?

### **Activity 10** –

With reference to the above questions, write a few sentences that articulate your intended audience addressing all four questions in order.

## Resource 11 – Form

Why you selected it, what you understand about your chosen form and how you used it?

* How does your chosen form link to your concept/purpose and intention?
* What has your research into form shown you?
* Give a few specific examples of the research you have conducted into form.
* Consider research into both the technical aspects of form and an author that uses the form in a way that inspires you.
* How has what you now understand about form been realised in your major work?

### **Activity 11** –

Consider the above questions to guide your response.

1. Why did you select this form for your major work?
2. Explain one gem from your research into form.
3. How was this new understanding realised in your major work? Give the example.

## Resource 12 – Link to study in Stage 6

Syllabus – an explanation of how the Major Work is an extension of the skills, knowledge and understanding developed in the Stage 6 English courses. This relationship may have developed throughout the Year 11 and 12 English Advanced and English Extension 1 courses.

[English Extension Stage 6 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-extension-2017) (2017) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2017.

* What have you learned in these courses that has sparked an interest or linked to your life/interests/experiences? This could be a novel/film/article, idea, genre, language feature, style or an author.
* How have you used this to inform your creative process and therefore how has this been realised in your work?

### **Activity 12** –

Draw up a two-column table in your journal.

1. List all the topics and texts you have studied in Stage 6 English (including Ext 1)
2. In the larger column, jot down an idea/skill/technique or understanding you learned that have supported or been realised in your major work.

## Resource 13 – Style

* From your reading and composing, how have you developed your own style?
* What have you learned about language and how it makes meaning?
* Where did your ideas about structure, imagery, use of language devices come from?
* Consider specific examples of what you read (for example a short story, a play or a poem), which helped you to understand (imagery, puns, word choice, magic realism and/or personal voice for example) and then how is this new understanding realised in your major work?
* How did you develop your own style, where and how is it reflected in your major work?
* Remember to make reflective judgements on the effectiveness of conceptual and stylistic choices in your completed major work.

### **Activity 13** –

Find one specific example, in your major work, of your own original style. Explain the process of development of this example.

## Resource 14 – Writing support

* I have read (title in italics of the short story, novel, film, theorist, article and essay etcetera) by (author's name in full) and realised and or understood and or been surprised by and or interested in the way they and or liked the way the composer has (insert aspect here that you learned).
* This is realised and or resolved and or shown in my major work (title of your major work in italics) by the way I (insert how you used this idea and or language feature and or theory and or character trait and or style in your major work).

### **Activity 14** –

Consider one aspect that you would like to refine. Use the sentences above to ‘ink your thinking’. Remember to edit it later as you develop your own style.

## Resource 15 – Editing tips

The role of the critical friend

* Teacher – first source of support and truth.
* Peers – in the class (with a peer checklist of the aspects discussed in this resource) and your other friends.
* Mentor – (form, topic) if you have a mentor you can ask them to read a section of your reflection that reflects the part of the major work, they advised you about.
* Family and friends - they may be happy to listen to you read and offer comments.
* Final editor – a person who has not yet read your reflection statement.

Tips

* Time away from your reflection statement allows you to revisit your work as an editor. Therefore, your first draft and subsequent drafts need to be spaced out over time.
* Read your work out loud as inconsistences will stand out.
* Think out loud to a peer and get them to check your idea is written that way in your reflection statement.
* Make notes, as you edit, and compare these notes with the notes of your critical friend.
* Consider multiple edits with a different purpose for each. For example, the first edit could be for whole text structure and ideas, the next for paragraph level (looking for flow and consistency) and the last for sentence and word level.

### **Activity 15** –

In your journal write an editing plan. Consider the editing tips above to guide your process.