# English Extension 2

# Part 1 transcript

(Duration: 17minutes 21 seconds)

(calm music)

Hello and welcome to the HSC hub, student support sessions. This is part one of a two part resource which focuses on English Extension two, the reflection statement. The aim of this resource is to provide students with a little extra support in your preparation for finalizing a major submission. It's important you do not see this resource as a substitute for the coursework you've been completing with your teacher and peers. This is a review resource that will work best under the guidance of your teacher, but it may also be used independently to remind you of the key direction and parameters of your reflection statement.

Acknowledgement of Country, I would like to pay my respect and acknowledge the traditional custodians of the land on which this meeting takes place, and also pay respect to elders both past and present.

In this resource, we'll be exploring how to refine your reflections statement. Advice to teachers, this resource is designed for both workshopping in class and independent work by a student. It can be used to introduce the role of the reflection statement when students first start to put it together, or it can be used to refine the reflection statement towards the end of the course. It is designed with the accompanying Student Workbook to be paused in order for students to read the activity, reflect, and then write in their journal or directly onto their reflection statement. The accompanying workbook can be downloaded.

Students should have their school-based coursework with them to refer to throughout the resource. Advice for the independent student. To get the most out of this resource, you should have a copy of all your school assessments, your journal and a draft of your reflection statement. This resource is designed for you to pause, reflect and write as each aspect of the reflection statement is discussed. You can use this resource multiple times and at various stages of the writing process to prompt your thinking. Check your reflections statement content, and to support you to refine your writing. The booklet can be downloaded for you to work through the suggested activities.

Part one of this resource will guide students through the following; reviewing and engaging with the purpose and parameters of the reflection statement, how and why to consider the gems in your school-based coursework, exploring market feedback and applying it to your own writing, as well as unpacking the aspects that need to be covered in the reflection statement by examining the outcomes and content points.

Part two of this resource will look more closely at these aspects by looking at student work samples, reflecting on the role in editing and refining, and by listening to some insights about marking the reflection statement from a senior marker.

Let's start with why we need a deep understanding of the purpose and parameters of the reflection statement. When refining, it's always a good idea to go back to the beginning because our thinking and understanding grows. We can lose sight of the purpose and parameters of what we set out to do. In this section of the resource, we'll do a quick review of what all the documents tell us about the purpose and parameters of writing the reflection statement. In the student booklet, you will find extracts from the appropriate NESA documents in resource one.

When we look closely at the syllabus, the rationale points at clearly the purpose of the Extension two course. The second dot point emphasizes the role of independent investigation. Note here the words extensive and independent. Also clearly stated here, is the role of documenting your process and the role of critical reflection of both the process and the product.

[Slide reads

* 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.]

This extract of the next two slides is from the assessment and reporting in English Extension two stage six document. You have a copy of this extract in your student booklet. The words in red highlight the aspects that need to be included in your reflection statement. These can become key aspects that support the development of your thinking.

[Slide reads:  
The Reflection Statement:

* summarises the intention [word in red] of the Major Work and the relationship it has with the extensive independent investigation
* includes an outline of the intended audience [word in red] for the Major Work and the purpose [in red] for which it was composed
* supports the Major Work, explaining the relationships of concept, structure, technical and language features and conventions [all in red]
* explains the relationship [word in red] the Major Work has to the English Advanced and Extension coursework – this can include the work undertaken in Year 11]

This is part of the same extract and asks you to focus on the process of composing your major work. Note that it specifically highlights the links between research process and how you realize your concept in the final product. Pause the presentation here, refer to resource one, activity one in your student booklet which asks you to underline or circle the aspects that need to be discussed in your reflection statement.

[Slide reads:

The Reflection Statement:

* 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 realized 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.]

These instructions over the next two slides are from the syllabus document. These parameters both reinforce the information from the assessment and reporting document and give us a little bit more instructional information. It is important to look at these documents because they give you insight and valuable insight information on what needs to be discussed in your reflection statement. Note here, that the emphasis on evaluating an analysis of the process and how these aspects are resolved in your major work. Highlighted in red are the words that indicate the steps for both understanding and analysis that you need to convey in your writing. There is a copy of this extract in your resource booklet.

[Slide reads:

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 features ]

You should start to see that the same instructions and aspects are being reinforced here. The emphasis in this section is on the impact that you're learning in senior English has had on the process of composing your major work. Note also the extra piece of information regarding the reference list. Pause the presentation here and complete activity two in the student booklet. Make a note of where both documents place emphasis, then highlight any extra information that this document provides.

[Slide reads:

Also consider

* 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]

It is also important to have a quick review of the outcomes from this list to target the reflection statement. Outcome four is about a personal perspective. The reflection statement is personal. Your reflection statement is the combination of all your extensive investigation and the process you took through exploring, challenging, speculating or evaluating your work. Outcome five is about reflecting and evaluating this process, and how you resolve this in your major work. How effective is your finished product as a result of this process? Later in this resource, we'll unpack these two outcomes and look closely at the processes within the content points. We will discuss how you can use these outcomes and the content bullet points to guide the writing of your reflection statement.

[Slide reads:

From the syllabus

EEX12-4 undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant situation, event or idea

EEX12-5 reflects on and evaluates the composition process and the effectiveness of their own published composition]

Another useful document is the marking criteria. This marking guide has four broad categories. Teachers are familiar with using statements like these to mark work at this level. However, as a student, they may need to be unpacked because they mean more than just what you see here. These statements originate from both the purpose or outline of the task and the outcomes from the syllabus. In this case, the reflection statement reflects outcomes four and five. Before you can develop and refine your reflection statement, you need to understand all elements of the marking criteria.

[Slide reads:

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]

These four broad statements in the marking guidelines translate into this criteria. Here's the top end of the reflection statement. Note, as you complete the activity, that there is a clear link to the purpose of the reflection statement and the outcomes from the syllabus. Pause the presentation here and turn to resource two and three of the resource booklet. Read the criteria, reflect and complete activity three.

[Slide reads:

Translates to this criteria : Digging deeper

* 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]

Now that you have a clearer understanding of the purpose, parameters and marking criteria of the reflection statement, you should turn to how your school-based coursework can support you to gather all the information you need to either start writing or to refine your writing. In the next slide, you will view a short clip which will support you to think about how you can use your viva voce, literature review, critique, journal, major work and class activities to help refine your reflection statement. At the end of the clip, pause the presentation and turn to resource four in your resource booklet to complete activity four.

(soft upbeat music) (upbeat music)

[Video-   
Mining for gems from internal assessment and course work

Extension 1 elective, research, your creative writing, the viva voce, reflection and self-critique, the journal.

Extension 1 elective: Looking back before you move forward; For example a list of characters and their attributes from the Extension 1 elective. Did they shape your main character?

Research and literature review: What gems can you find here? Genre theory? Best piece of research? How did you refine your understanding? How is it realised in your major work?

Your creative writing: A story from term 4 where you first tried the flashback idea?

Another piece where you experimented with point of view?

The viva voce: one gem, one thing you mentioned. How it is conveyed now? How it was developed? A long time ago…. Was you idea too big then? Did you diverge from it? Looking back over notes and journal entries

Reflection and self-critique:

1. Think of a creative decision you made early in the journey?
2. Describe it
3. How and why has it changed?
4. What was your intention and how was it conveyed in your major work?

The journal: Look back over your creative journey. Find an insight you may have missed. What new ideas does it spark? How will you use this in your major work?

Find the gems…]

Hi, my name is Dionissia Tsirigos. In this section of the video, we will be exploring the 2019 marker feedback on the reflection statement. It focuses on the strengths and areas for improvement for students.

Let's start by looking at the marker feedback on purpose. These two key points on the purpose of the reflection statement from the marking centre really highlight that it is the process and its impact on the major work that markers are looking for. The feedback reads students should ensure that they reflect on the processes they went through to complete the major work and student should use the journal to document the processes undertaken. And then use this information to support the composition of their reflection statement. Therefore, your reflection statement cannot just be an explanation of the books you've read, or the ideas you come up with. Really, markers want to know the process you use to develop your major work, and you need to use your journal to document this process.

[Slide reads:

Marker Feedback on purpose

Students should:

* 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.]

At this point, take a few minutes to consider what the markers felt the students did well. Pause the video and read through these dot points.

[Slide reads:

* demonstrate understanding [word in red] of the relationship [word in red] between the chosen concept and the chosen form, and the impact [word in red] that the extensive investigation had on developing this essential connection
* convey clear awareness and understanding of the relationship [word in red] 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 [word in red] between the process and product
* present clear and realistic links [word in red] to the English Advanced and Extension 1 courses.]

As you can see highlighted in red are the key words that show the connections between form, concept and purpose. The students that did well in the reflection statement showed their understanding of all these areas in a seamless and cohesive way. This means that the markers are looking for your evaluation, and deep understanding of how all of these parts work together. Connective words or phrases such as relationship, correlation and shaped through the process, indicate more than just a list of what you have read and what you did in your major work. It is the interconnection of each element of your major work and how you have shown that in your reflection statement. Finally, the markers have already clearly emphasized the importance of the links to the Advanced and Extension course, is vital to the process of linking your learning together. After all, it is an extension of the work you have learned in your other English subjects.

Now let's consider what markers have highlighted as areas for improvement. Of particular note are the comments on form. Pause the clip and take a moment to read this list.

[Slide reads:

Areas for students to improve include:

* establishing extensive research into form [words in red], 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 [words in red] and how the influence of research [words in red] 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 [words in red] in an authentic manner [words in red], avoiding superficial, contrived or trite observations/references to investigated texts.]

Now, I will highlight and explain key aspects of this feedback. Dot point one emphasizes that a lack of research into form often equates to students either not understanding their chosen form, or perhaps selecting the incorrect form to convey their purpose and concept. In point two it focuses on the negative impact of using any aspect of your 1500 word limit detailing what you did not do. This impacts your capacity to explore other areas of your major work and hinders your overall reflection statement. The third dot point refers to the role of research in your process. They want you to think about how the research into this area has shaped your choices and been realized in your major work. The last two dot points are more concerned with the composition of the reflection statement itself. Take particular note that markers are looking for authentic reflection statements that reflect the purpose of both the major work and the purpose of the reflection statement. We will come back to these two dot points when we talk about the role of editing.

So how can we use this information about the marking centre feedback to support the development and refinement of your reflection statement? Pause the presentation here and review resource five in your student booklet. Reflect and then complete activity five with reference to the comments from the marking centre.

The reflection statement is a personal, critical reflection on the process of composition and the finished product itself. So far we have looked at the NESA documents including the feedback from the examination centre. Another place we can look for insights are at the content points for this course within the syllabus. On the next three slides I will point out how they can help guide you in your writing.

[Slide reads:

Outcomes 4 : Content points

Engage personally with texts

* document in a journal the development of an informed personal perspective and voice based on extensive, autonomous investigation

Develop and apply contextual knowledge

* use knowledge gained through independent investigation to evaluate the multiple layers of contextual influence in the compositional process

Understand and apply knowledge of language forms and features

* use extensive research to make astute judgements about the concept, form and style of compositions

Respond to and compose texts

* create an original composition underpinned by targeted extensive independent investigation]

Look closely at the relevant content points for outcome 4. Notice, as indicated by the arrows, that they are categorised by the processes.

In this way the syllabus is asking you to ‘Engage personally with texts‘, ‘Develop and apply contextual knowledge', ’Understand and apply knowledge of language forms and features’ and ‘Respond to and compose texts'. The content points under each of these processes gives valuable information about what aspects you need to engage with in order to prepare for and write your reflection statement. A few of them are highlighted here in red.

[Slide reads:

Outcomes 4 :Content points

* Understand and apply knowledge of language forms and features
* use extensive research to make astute judgements about the concept, form and style of compositions
* Respond to and compose texts
* create an original composition underpinned by targeted extensive independent investigation

Now look closely at the content point descriptors under these processes. In particular, the first one that directs your research into language forms and features, however, it is also directing you to make judgements and evaluate your choices as you refine and develop your form, concept and style.

This is a wonderful reminder of the freedom Extension 2 gives you to follow your passion by exploring writers who will expand or even challenge your way of viewing the world.

These content points are also valuable because they show in detail where the aspects come from that I am going to discuss in more detail in part 2 of this resource.

[Slide reads:

Outcome 5: Content point

Develop and apply contextual knowledge

* apply contextual knowledge in speculating upon the value, audience and impact of their own composition

Understand and apply knowledge of language forms and features

* make reflective judgements on the effectiveness of conceptual and stylistic choices in the completed Major Work]

Lastly, a close look at a section of outcome 5. Here you can see the same process headings. The content beneath these two processes gives us further insights into the aspects we need to discuss. For example, take note of the first process, ‘develop and apply contextual knowledge’, this content point about audience asks you to not only articulate the intended audience of your major work but to speculate upon the value and impact on that audience. Similarly, under the process of ‘understand and apply knowledge of language form and features’, the content asks you to make reflective judgements on the effectiveness of your choices within your major work. If you want to look more closely at all the content points for outcomes 4 and 5 there are links to all of the documents mentioned in this resource in your student booklet.

[Slide reads:

What do I want the markers to know about my major work?: Aspects to include

* Investigation- Impact of independent investigation (form, ideas/topic, setting, concepts etcetera)
* Purpose
* Concept
* Audience
* Form
* Link to study
* Style
* Process of research, composition and resolution within the Major Work]

After the close inspection of the documents, outcomes and content points we can see these aspects emerge. At this point you can ask yourself, what do I want the markers to know about my process of composing my major work? This is not meant to be a definitive list of the aspects but it is certainly a clear starting point. In part 2 of this resource we will look at each aspect more closely and examine some student work samples.

This is the end of part one in this two part series on the reflection statement. Please view part two of this series to look closely and deeply at the aspects discussed in part one.

(calm music)

End Transcript