English – Standard - Discursive writing - Resource four - part two transcript

(Duration 55 minutes 36 seconds)

(gentle music) Welcome to the HSC hub student support session for English Standard, The Craft of Writing. This is part two of resource four, and is the final resource in the series associated with supporting your understanding of discursive writing. (gentle music)

In this resource, we will be exploring Module C, The Craft of Writing, examining the ways in which you can explain the discursive writing you have created in an examination, if you're given a two-part write then reflect style of question. Don't forget that there is advice for the teacher exploring this material with their students, and the student exploring this material independently. And this is provided within the resource booklet. There are four resources designed to assist your understanding of the discursive style and your approach to writing in this style. Make sure you have the student resource booklet for this session. This contains spaces for writing practice, along with some resources that you may find very handy. This series has been designed to be completed in order. However, you can dip in and out of the other sessions, depending on your area of need. This is a resource four, Practising Discursive Writing. Our focus now turns to explaining your discursive writing in this specific exam style reflection you may be asked to do in the examinations.

In this second part of this resource, we will move on from writing discursive texts to reflecting on your process of writing them. This is something that you may be asked to do in an examination. So, it is vital that you understand what the examiners mean by reflecting. We want to make sure that you understand the difference between reflecting and explaining. Students reflecting on their own learning through their study of English is one of the core objectives for English in general and English Standard specifically. You would have been asked to reflect in many ways and at several junctures during your study in years 11 and 12. On many of those occasions, the reflection may have been quite general. What did you like about this novel? Or, what would you like to improve upon the next time you write a persuasive piece? You may have been asked to reflect on your process of learning across a longer time period such as, what are the key things about writing you have learned during your study of the Reading to Write module in year 11? In fact, you will be familiar with this sort of thinking and writing from other courses as well, such as visual art or textiles and design, where you have to reflect on your processes of work to produce the major work. On all of these occasions, the reflecting fits into the goals outlined in the rationales within English and then English Standard. The Stage 6 English rationale includes statements: it develops skills to enable students to experiment with ideas and expression, to become innovative, active, independent learners, to collaborate and to reflect on their learning. The English Standard course rationale includes: the course encourages students to analyse, reconsider and refine meaning and reflect on their own processes of writing, responding, composing, and learning. Now, our key driving question for these resources is, well, what kind of reflecting are you asked to do in the exam as part of Section three, which assesses The Craft of Writing module.

[Slide reads: Reflect - Develop an understanding and appreciation of your own learning. Draw on both cognitive, for example ‘assess’ and ‘explain’, processes and affective, feelings, senses, experience

Explain - Relate cause and effect; make the relationships between things evident; provide why and, or how]

Now let's remind ourselves of how the exam style questions we have seen deal with reflection. You will see that what is required share certain features with the more general reflection considered previously, but it is also significantly different. Our way into that difference is through the instructional verbs that the exam uses. Let's explore those now. To demonstrate the kind of exam style reflecting that you're asked to do, we're going to begin by exploring two of the key verbs used by NESA. On the screen now, you have an adapted glossary definition for ‘reflect’, but this verb is not used in the sample or the 2019 HSC exam papers. Instead you get ‘explain’ an instruction that really wants you to relate cause and effect to really unpack the relationship between things, to show how and why. So, when we talk about reflecting in this part of the exam, we're really talking about a special exam style reflection that is closer to explanation. The questions in this part of the exam may ask you to reflect on a piece of writing that you have just written. But the reflection asked for here is really an explanation of your process and craft within the examination. While you're considering what you have achieved in relation to your desired purpose, you're not expected to reflect in the same way that you would in class when you've had plenty of time and space to think things through. Or when you're asked to reflect back on a longer timeframe, for example, such as an entire course, or a major project such as your art major work, that is the reason why verbs like ‘explain’ are more likely to be part of the examination question structure for this section. Let's remind you of this in action.

[Slide reads: A. Create a piece of imaginative, discursive or persuasive writing that ENDS with the provided image.12 marks

B. Explain how your study of the craft of writing has enabled you to create an engaging piece of writing. In your response, make detailed reference to your use of language in part A. 8 marks]

We're going to look at three examples of the ways in which NESA might ask you to reflect on your own writing in an exam situation. You will be familiar with these questions: last year's HSC, and two of the questions from the sample exam. So, we're only going to be briefly exploring the part b options. We will be looking at those instruction verbs in order to pin down the thinking that is behind this section in the exam. Here, you have been given the choice to write in any of the three types of text. Then in part B, notice the key verb ‘explain’. You're specifically asked to link a cause and effect here through your explanation. The cause is the study of The Craft of Writing unit, and the effect is on your writing, how it has enabled you to create an engaging piece. Notice the emphasis on detailed reference to your use of language in part A. This is not an invitation to chat generally about your influences or experiences throughout the course. The verb ‘explain’, points you squarely towards a careful and detailed explanation of how the course and its specific texts, that's the prescribed texts, impacted on this piece of writing you have just created in part A.

[Slide reads: Stimulus 1 - I must go down to the seas again, to the lonely sea and the sky. John Masefield, Sea Fever OR

Stimulus 2 - A lie gets halfway around the world before the truth has a chance to get its pants on. Sir Winston Churchill

A. Use ONE of the lines above as a stimulus for the opening of an imaginative, discursive or persuasive piece of writing. In your piece of writing incorporate at least ONE example of figurative language that you have learned about through your study of the prescribed texts for Module C.

B. Explain how your writing in part A was influenced by what you have learned about figurative language through the study of your prescribed texts for Module C.]

In this question from the sample questions paper, the stimulus is a choice of two quotes. Again, you have been given a choice of imaginative, discursive or persuasive. And again, in part B, the verb ‘explain’, points you to develop a careful, specific, and detailed answer about your use of figurative language. Notice the cause and effect. Cause, what you have learnt about figurative language in your study of the prescribed texts, and the effect, how that has influenced your writing in part A.

[Slide reads:

* Assess: Make a judgement of value, quality, outcomes, results or size
* Compare: Show how things are similar or different
* Describe: Provide characteristics and features
* Justify: Support an argument or conclusion]

While explain is used in a number of questions, there're actually other verbs that can be used to direct you to reflect in exam style writing. The third example from the sample examination questions, which we are about to look at, uses the verb ‘assess’. On the screen now, we have some other possibilities. And notice that some are taken from the Advanced sample questions paper. But NESA has made it clear that these might be used in the Standard section as well. The important thing about ‘compare’, ‘describe’, ‘justify’ and ‘assess’ is that they are all asking you to write about your own writing and clarify or explain or judge the choices that you have made. This exam style reflection could best be understood as self-analysis. Explain what you have done, why, how, and potentially, how successfully, or to what end.

[Slide reads: NESA sample – example C. 20 marks

A. Use the image above to write creatively about a character’s response to entering this unfamiliar setting for the first time – 10 marks

B. Assess how effectively you evoked your character’s response to this experience, making detailed reference to your use of a range of language devices and stylistic features – 10 marks

Assess: Make a judgment of value or success]

And that is precisely what is asked in the final sample question. Note that in part A, the instruction is to write creatively. So, as we have suggested in the earlier resources in this series, you could develop a discursive or hybrid text here. Even though it might seem best to write an imaginative piece, feel free to write creatively in the discursive style. The reflection in part B seems different too. There is no ‘explain’, but the verb ‘assess’ is really asking you to do something very similar. Explain then make a judgment about how successful you have been in your intentions. It does not say you have to write about The Craft of Writing module or the prescribed texts, but you may choose to do so in order to fully explain and assess your work by using your experiences and knowledge of The Craft of Writing.

[Slide reads: Evaluative language – how to assess 'how effectively' you did something

To make any kind of judgment you will need what's called 'evaluative language'. This is –

Positive or negative language that judges the worth of something. It includes language to express feelings and opinions, to make judgements about aspects of people such as their behaviour, and to assess the quality of objects such as literary works. It includes evaluative words such as 'powerful' or 'evocative' and phrases such as 'I intended to persuade the audience that... and so used the, technique of... to grab attention and...']

In order to assess how effective, you have been, you're going to need a couple of tools. Number one, the ability to be very clear on what your intention was. That's your purpose. Number two, the ability to explain how and why you used specific language and stylistic features or devices to try to achieve your purpose. And number three, evaluative language to help you express your judgment. To make any kind of judgment, you will need what's called evaluative language, that is positive or negative language that judges the worth of something. It includes language to express feelings and opinions, to make a judgment about aspects of people, such as their behaviour, and to assess the quality of objects such as literary works. It includes evaluative words, such as powerful or evocative, and phrases such as “I intended to persuade the audience that... “And so, use the device feature to grab attention. Note that it is not much good saying you did a “great job” or were not “very successful” if you did not use the tools above. Really, without interviewing the reader, you will not be able to say whether you have been effective or not. So all you can do is write about the effects of the language features you have used in allowing you to achieve your objective. That's your purpose. For example, figurative devices generally help to make sense level connections and evoke feelings or memories. If you have used them to evoke a sense of place, then you're entitled to say that your use of this device is powerful or evocative and connect that to your purpose. (gentle music)

In the remainder of this resource, we will explore and practise using three models for developing the sort of writing you will need in this section of the exam. Remember, our focus is on the special kind of reflection you will need to do under exam conditions. That is, explaining your work, and perhaps, depending on the exact question, assessing how effective you have been at achieving your aims. We're going to start this off by exploring the ‘outline-explain-evaluate’ model and a writing sample that uses this model.

[Slide reads: Outline – your aim/objective/context/purpose for writing your piece.

* Describe – what effect you wanted to create on the reader (potential audience/effect on and response).
* Explain – your choice of text – its form, structure, features, register, purpose.
* Explain – the thinking behind your text (ideas/themes/conflict and their development).
* Examine – how the text you created is informed by the writing of others or events/experiences.
* Examine – how your writing was influenced by one of Mod C prescribed texts you studied.
* Justify – what approach you took in composing your text (writing strategies).
* Justify – your use of language techniques, word choices. Use quotes from your own writing piece to justify the effect you wanted to achieve.
* Evaluate – the overall effect you wanted to achieve in your finished piece of writing.]

Before we have a look at our first writing sample, that is a response to the 2019 HSC question about the alleyway, let's explore our first suggestion for how you might organise your thoughts to construct an explanation of your own writing process in the exam. In a second, we're going to ask you to pause the recording and have a look at the questions on the screen. Please take note that they are colour-coded. Roughly this might equate to, dark blue is your introduction where you're going to outline, describe and explain. Light blue is your explanation paragraphs. That's your explain, examine and justify. Red is your conclusion where you're evaluating. Don't forget to pause the presentation and read the outline-explain-evaluate model. This is also provided in your resource booklet as resource five (gentle music)

Now let's have a look at how this might play out in a student's response to the 2019 question. In this case, the student had written a discursive personal essay in response to the alleyway stimulus. Here, we have an outline of the student’s choices and a description of the text that inspired them with an explanation of what they were inspired to do. Note that this sample is reproduced as resource six in the student booklet. The outline begins with, “my discursive personal essay reflects on the role the arts play in our lives, especially in expressing our ideas and feelings.” They then move on to describing and explaining. “I was inspired to write about this topic based on the graffiti images in the stimulus and by Sylvia Plath's "A Comparison". While I explore different artistic forms, I do not want to say one is better than another and it's up to the reader to choose which one they should pick up in order to express themselves.”

In the body paragraph, you now have a detailed explanation. Notice the specificity and the self-referential nature of the details, the examples, the explanation of how and why. They again, open with an explanation. “In my discursive text, I discuss a range of creative options, including writing, painting, and graffiti art. All of them have value but the choice depends on the user and their purpose. To emphasise the choice, I start each paragraph with a question like, ‘do I pick up a pen?’ Or ‘do I pick up a can of spray paint?’” Now we move on to examining how this text is influenced by another. “This repeated use of questions like Sylvia Plath used in "A Comparison", shows that there are choices to be made and there is no correct choice to me made. It is up to us to choose. I also use a personal anecdote about painting, about a painting I made when I was five.” Now notice that they start to justify their choices and connect to the reason why. “The visual imagery of bold slashes of colour and beautifully abstract version of a sunflower helps the reader visualise my painting. That painting demonstrates the way art can make people happy, both for the painter and the audience.” And now onto their concluding statement where they provide the evaluation. “My personal essay uses the discursive style to examine the place the creative arts have in our society. It makes the reader think about what the value is of each, and hopefully, encourages them to think about what instrument they would pick up and use to express their ideas, hopes and fears.” Notice the focus on the writer's intentions, “hopefully… encourages them to think about.” (gentle music)

(gentle music) Now it's time to experiment with our first suggestion: ‘outline-explain-evaluate’ by applying it to a new sample of student writing. You will find sample two in activity nine in the student resource booklet. Pause the presentation here and spend five to seven minutes labelling the introduction and paragraphs with the key terms from our outline-explain-evaluate model. How did you go? Could you identify the features of this kind of reflection? In the next two slides, we'll make some suggestions about how you could have labelled sample two. Here is the introduction or the opening statement. Notice the clarity of the description here? A clear outline in other words? The text that inspired the writer, the form and style chosen and the topic. So, we have the first outline. “Sylvia Plath's "A Comparison" is a discursive piece in which Plath expresses her love for poetry”. Now we have describe. “This text as well as the stimulus inspired me to write a discursive piece to express opposing ideas on the creative arts, particularly, between painting and the written word”.

Now, we will examine a body paragraph. Here are possible labelling choices for the body paragraph or explanation stage. You may have found others. These are just a few to get you thinking if you got a little stuck. Remember we're not saying that these are 10 out of 10 responses. These are just samples to illustrate the point we're making about ways to structure your exam style reflection. The explanation paragraph opens with an examination of the connection between the figurative language used within the prescribed text and their use of this device. They say, “In my piece I've incorporated metaphors in a similar way to Plath to help my audience visualise the differences between writing and the visual arts.” Then they move on to an explanation, what they did in their own work. “I used metaphors connected to water to emphasise the act of creating and appreciating the visual arts. In "Could I bring memories from the vault floating to the surface?" I was showing how the writer draws on their personal experiences when composing their writing. Unlocking those precious ideas and sharing them with others. Similarly, in "waves of colour, patterns that flicker over a canvas, a wall, even an alleyway these days," I use a metaphor to highlight how the colours flow and mix together like a wave with the sunlight flickering across the surface”. And there we have right at the end, our justification for the reason that this choice was made.

Now, let's look at how you might have labelled the concluding statement. Here, we have our evaluative language that opens this sentence. “My discursive response expresses my appreciation of the arts, particularly the visual arts. My final sentence is placed on its own to emphasise the need to express ourselves to say what we want to say creatively, whatever form that takes.” We hope that little explanation helped you see how you could utilise that model within your own reflective writing. (gentle music)

Now, we would like you to take a little brain break and practice these new skills. It's time to write an exam style reflection in the explain style. We want you to take one of your own pieces from earlier in the course and utilise any of the part b questions from the 2019 HSC exam or the NESA sample questions and practice structuring your response to make sure you explain clearly and fully using examples from your own writing and writing that has influenced your decisions as a composer. Pause the presentation and complete activity 10 in the resource booklet. (gentle music)

How did you go with that activity? Could you identify areas of strength and areas where you need to practice further? Well, the next two models should help you practise that even more. We're now going to explore two further suggestions for structuring your writing in an exam style reflection. Remember that this advice applies whether your first creative piece was an imaginative, persuasive or discursive one, or even a hybrid. Because this resource generally is focused on discursive writing, we are using student samples where the student has first composed a discursive piece, but they're then reflecting on their crafting of that piece in an exam style reflection. This and the following model will also help you to do that under exam conditions.

Now onto our second model, the W.H.Y structure. As outlined in this slide, it could help you to organise your thinking when explaining your choices and influences. The three letters stand for, W is ‘what’. What form and style have you chosen? What is your topic, audience, and purpose? The H is ‘how’. How have you used language forms and features to convey your ideas and achieve your purpose? How have you been inspired by your study of Module C? The Y is ‘why’. Why have you written this text and why has it achieved your purpose? Remember that the markers’ feedback said do not talk about the things that you intended to do and didn't do. You're focused on what you have done and why. Now, let's have a look at how this model looks in practice.

[Slide reads: My discursive personal essay reflects on the role the arts play in our lives, especially in expressing our ideas and feelings. I was inspired to write about this topic based on the graffiti images in the stimulus and by Sylvia Plath' 'A Comparison'. While I explore different artistic forms, I do not want to say one is better than another and it is up to the reader to choose which one they should "pick up" in order to express themselves.]

We have used sample one again, so you're familiar with the content of the piece. Looking back quickly at sample one, this would be the ‘what’ stage. Notice the mention of form, style, topic, and purpose. Pause the presentation if you would like and label these features onto this sample in resource six, which is found in your resource booklet. (gentle music)

[Slide reads: How? Sample 1

In my discursive text I discuss a range of creative options including writing, painting and graffiti art. All of them have value but the choice depends on the user and their purpose. To emphasise the choice, I start each paragraph with a question like "Do I pick up a pen?" or "Or, do I pick up a can of spray paint?" This repeated use of questions, like Sylvia Plath used in 'A Comparison', shows that there are choices to be made and there is no one correct choice to be made. It is up to us to choose.

I also use a personal anecdote about a painting I made when I was five. The visual imagery of "bold slashes of colour" and "beautifully abstract version of a sunflower" helps the reader visualise my painting. That painting demonstrates the way art can make people happy both for the painter and the audience.]

Now, let's move on to our example of the ‘how’. In this how paragraph, notice the explanation of specific language features. But could the student have better explained how exactly the language features allowed them to achieve their purpose? For example, if we consider why Plath uses anaphora which is repetition at the opening of a sentence, in her question structures, we might see that it could suggest either her desperation or her determination. Which of these do you think the student writer here was trying to connect to?

Here is the final paragraph. Notice that it connects back to the writer's purpose. The paragraph states, “my personal essay uses the discursive style to examine the place the creative arts have in our society. It makes the reader think about what the value is of each and hopefully encourages them to think about what instrument they would pick up and use to express their own ideas, hopes and fears.” If you would like, pause the presentation and take a moment to reread this paragraph and then circle the composer's purpose in writing this piece. (gentle music)

Now, we would like you to take a little brain break and practice these new skills, just like you did with activity 10. It is time to write an exam style reflection in the W.H.Y style by taking one of your own pieces from earlier in the course or earlier within this suite of discursive writing resources. Now, you can write this reflection just using the W.H.Y structure, or you can connect to the part B component of the question you were answering. It depends on the piece you're writing the reflection for. Make sure you explain clearly and in detail using self-referential examples from your own writing and writing that has influenced your decisions as a composer. Pause the presentation and complete activity 11 in the resource book.

How did you go? Are you feeling more confident each time you experiment with exam style reflection? Well, we're now going to explore our final suggestion for structuring your writing in an exam style reflection. Don't forget that this can be applied to any type of writing, but our examples, because this resource is focused on the discursive, are discursive examples. The next suggestion will help you also write exam style reflection under exam conditions. And it is called the 3D model.

The 3D model is one that can be used with all types of writing in English and other subject areas as well. It's a really useful tool to help you organise your writing in this part of the exam. The 3D model was developed by Kerri-Jane Burke, a New South Wales high school English teacher and headteacher, and it can be explored further in her blog, ‘Multimodal Me’, and is also discussed in various publications.

The 3D model is a three-paragraph structure and it has been adapted for use in the reflection style component of the examination that you were being asked to do in Paper Two. The first D is describe. This is your describe paragraph. You introduce a specific form, style, purpose, and you have key words and ideas where you're outlining, you're providing information, you're describing. The second D is disclose. That's your disclose paragraph. There may be two or three paragraphs here, and it really depends on the mark allocated to the reflection component of the question. This is your longest paragraph, the disclose paragraph. You give details and you use sentence stems, such as “I wanted to evoke...” Or “Plath's powerful use of imagery inspired me to... “Key words and ideas, you give carefully chosen details. You might write in first person and you explain language and stylistic choices, your impacts and your inspiration. The third D, that's your decide paragraph. It's brief and it's evaluative. For example, “I felt I successfully used the structure of...” Or” I had wanted to persuade the reader of that... “. Key words and ideas, you're showing how writing or intentions have been impacted. The effect, notice what each paragraph is asking you to do and how you might best write like that. The model is available for you as resource seven in the student resource booklet. Notice also that the second D or disclose might actually involve more than one paragraph. And as I said, these will depend on how many marks this question is worth. For a short exam style reflection worth, say five marks, and 10 minutes writing, you may be able to do the second D in one paragraph, but if you have longer say 20 minutes to write for 10 marks, split the section into two or three paragraphs. As we already mentioned, there is more information available about this structure within Kerri-Jane Burke's blog, ‘Multimodal Me’.

It's interesting to note that the 3D and the W.H.Y models are actually quite similar. Both give you a general structure, though it is important that you don't get too rigid with their suggestions. The most important thing is to answer the question and do what the instruction verb asks you to do. These structures can help to remind you of the importance of explaining fully using self-referential examples, and connecting to your Module C study, and don't forget that this is about self-analysis. It's that connection to your own work, your purpose, and your intended impact.

In the following slides, we will look at some further samples of student writing in response to the types of question you may get in the exam. For each of these, we will examine the models in use and explore ways of improving on what is already good writing to make it effective reflection in the exam style. In a moment, we will ask you to pause the presentation to analyse this paragraph. You will find it reprinted in the student booklet under activity 12. The student wrote, “through my study of The Craft of Writing, I was able to effectively sculpt a discursive piece of writing in which allowed me to express the dangers of social media and their concerns for the future. Through studying Paul Keating's "The Unknown Soldier", I was able to draw upon idea that he used within his speech. He utilised inclusive language to allow the audience to relate to his ideas. Therefore, I utilised words such as ‘we’ and ‘our’ to connect with the readers and get my message across.” Which paragraph in the 3D model do you think this corresponds to? Can you identify the language features that help you decide? In activity 12, there are answer spaces for these questions below the paragraph. But we also want you to think about improving this piece of writing. Think about the words, idea, and message used here. Could you improve them in some way? What about the phrase ‘inclusive language’? What's missing that would strengthen this idea? (gentle music) Pause the presentation and complete activity 12, questions one through four in the resource booklet. Give yourself between five and eight minutes to complete this activity.

How did you go? Did you identify that this was most likely a decide or evaluate paragraph? And it does a good job of this. However, with some minor adjustments, it could have been even more effective. Some minor adjustments had been made to the piece to show what else could potentially have been explored? It states, “through my study of The Craft of Writing, I was able to effectively sculpt a discursive piece of writing in which allowed me to express the dangers of social media and the concerns for the future. Through studying Paul Keating's, "The Unknown Soldier", I was able to draw upon his persuasive style in highlighting the sacrifices of soldiers in order to pursue my own purposes. He utilised inclusive language of ‘us’ and ‘we’ to allow the audience to relate to his ideas, as it is sometimes a difficult task for a politician to seem human in circumstances like these. Therefore, I utilised words such as ‘we’ and ‘our’ to connect with the readers and get my message about the potential dangers of technology across powerfully to an audience that might be attracted to social media rather than fearful of its consequences. This kind of audience connection can be a very effective feature of discursive writing”. Pause the recording for a moment and think about what has been changed. Really just more detail and specifics, especially about what ideas or messages are being developed and how exactly the language feature allows the writer and Keating to achieve that purpose. Notice that there is more evaluative language towards the end of the paragraph.

Have a think about these recommendations drawn from our experience and the HSC marker feedback. Don't forget that we went through this feedback in detail in a different resource for Module C. Make sure you examine this series of resources if you haven't already. The summary of recommendations include: make sure you have discussion of deliberate conceptual choices, discussion of purposeful stylistic choices connecting to that clear sense of purpose, detailed knowledge of the prescribed texts, judicious choice of language features, specific and detailed but always in service of the purpose for which they are being used, highly developed skills in explaining the discursive form and its purposes and features or whatever style you are writing in. We're now going to explore these, as well as our three focus models in relation to our final student sample. These recommendations are also available in the student resource booklet as resource nine. And you should make sure that you explore this resource and try to reflect on your own writing in relation to this summary of recommendations.

Now we will move back to our writing samples. This is the first paragraph from our sample B. It is reprinted in the student resource booklet. And in a moment, we would like you to pause the presentation and explore its structure. This is clearly a W or a ‘what’ paragraph, and also conforms to the first D paragraph of ‘describe’. The sample begins with, “I have drawn great inspiration from a speech written by J.K Rowling, "The Fringe Benefits of Failure, and the Importance of Imagination", whereby she explores the benefit of failure in one's life in order to acknowledge and appreciate success, along with the significance of imagination in order to recognise and empathise with others and their differences”. Before you work on this sample, let's have a look at the second paragraph.

In the second paragraph, note the deepening of the discussion through the use of details from both Rowling's and the writer's texts. The writer states, “alike Rowling, I have used personal anecdote throughout my writing. Rowling speaks of her time working at Amnesty International answering phone calls in order to reconnect lost loved ones from war torn countries. I too have used anecdote when interpreting my world. As a child, I played on the merry-go-round. I dove into colourful ball pits and sucked on Cola flavoured Chupa Chup lollipops. In incorporating this anecdote, I aim to connect my reader to the world I vividly display to them, encouraging the relation to and engagement with my story.” When you pause the presentation, label the features in your student booklet and complete the checklist of the recommendations we made a moment ago.

Finally, what could you do to improve the highlighted sentence? The highlighted sentence reads, “I aim to connect my reader to the world I vividly display to them.” How exactly do anecdotes connect the reader to the world being written about? Now pause the presentation and complete activity 13. (gentle music) Pause the presentation and complete activity 13 in the resource booklet. Take around 10 minutes to complete this activity.

As we noted, this response clearly connects to Rowling's purpose of exploring the benefit of failure in one's life in order to acknowledge and appreciate success along with the significance of imagination in order to recognise and empathise with others and their differences. And they also make their own purpose clear. The line “I aim to connect my reader to the world I vividly display to them, encouraging the relation to and engagement with my story”. But they could have given a little more depth to this evaluation. The anecdotes they include all reference very common features of childhood experiences. And for a reader, these anecdotes can create a personal connection and a link to their own memories of childhood. There is a universality to the symbols for a western reader. Many readers would have been on a merry-go-round or seen one in a fair or in a movie about childhood. They're likely to have seen a ball pit or played in one themselves, and are also likely to be familiar with Chupa Chups, whether they have eaten one themselves or not. These are typical features of a checkout in a supermarket, and it is this universality of the symbols within the anecdotes that can help the reader develop a personal connection to specific memories from their own childhoods. These details and language features all connected to consideration of the composer's purpose. (gentle music)

Now that we have had a look at some questions, some sample answers, and some advice about writing for this part of the exam, it is time to return to the glossary. In this activity, you will investigate the key instructional verbs then apply your understanding, explaining the knowledge and skills these instructional verbs, in relation to the question, require of you. Within activity 14, we want you to, number one, read through the NESA glossary of key words. Number two, we want you to read through the Module C section of each paper, for both Advanced and Standard. Make sure you pay careful attention to the information in the blue boxes within the sample questions paper. The links to these are provided next to the glossary. We want you to then, identify the reflection component of each question. Note, not all questions contain a reflection component. And then finally, we want you to identify the instructional verbs for each question and explain what knowledge and skills you're required to demonstrate or utilise. Insert this information into table 10, instructional verbs and the reflection on the creative process, and an example has been provided to assist you with this process. Don't forget to pause the recording and to complete activity 14, the glossary treasure hunt. (gentle music) Pause the presentation and complete activity 14 in the resource booklet. You may need up to 15 minutes to complete this activity. (gentle music)

Before we move on to the final practice writing tasks, we would like you to take a break. Pause the presentation now and give yourself some time away before you practise writing longer responses. (gentle music)

Now onto some other practice activities. To complete these, we're going to give you two activities that will allow you to practise the skills you have been working on here. Remember to show your writing to a peer and get some feedback from your teacher. You might have already responded to these sample questions as we have used them in a previous resource. If this is the case, we would really like you to take a different approach. Try to experiment with different language forms or features and try to write a discursive piece or a hybrid.

Writing practice 1, write a discursive response for A, then do the exam style reflection in B. If you have already completed A, this is the perfect time to write part B. Or you could rewrite part A, experimenting with different forms or features. Part A states, "There is a crack in everything. That's how the light gets in." This is from Leonard Cohen's "Anthem". Or "You can't say it, but you know it's true." Barack Obama. A, use one of the lines above as a stimulus for the opening of an imaginative, discursive or persuasive piece of writing. In your piece of writing, incorporate at least one example of figurative language you have learned about through your study of the prescribed texts for Module C. And this is worth 12 marks. Don't forget, we're asking you to plan and write a discursive response or a hybrid here. B asked you, explain how your writing in part a was influenced by what you have learned about figurative language through the study of your prescribed texts for Module C. And this is with eight marks. This writing practice activity should be completed after you have finished the listening to this resource and had a break.

How did you go? Did you have a bit of fun there? And experiment with different features or devices? We hope you're purposefully playing with your writing and carefully trying out one of the reflection models from this resource. Now onto our final practice question. You may have seen the sample question before. It was part of a different resource and if you have already written a response, this will be a particularly useful activity to help you play with your writing features and devices, as you can reflect on what you have already created and try to experiment further. In part A, you're told to use the image to write creatively about a character's response to entering this familiar setting for the last time. In part B, you are asked to assess how effectively you evoked your character's response to this experience, making detailed reference to your use of a range of language devices and stylistic features. Each of these is worth 10 marks. Complete activity 16 in the resource booklet, after you have had a break at the end of this presentation. Write an exam style reflection in which you use evaluative language to assess how effectively you achieved your aims in this piece.

Within the resource booklet, there are other extension resources and activities. Use these to extend and refine your exam style reflection writing. They are designed to be used as part of your revision of this module. Resource 11 contains suggestions for experimentation. Resource 12 is a longer reflection scaffold, and it contains reflection requirements that you would utilise when you have more time than you do in an examination. Resource 13 contains a series of other discursive writing activities. Activity 17 is a reflection activity that asks you to identify how your learning has developed. You would have completed this before. It is the, ‘what makes you say that?’ And the, ‘I used to think, now I think’, thinking routines. (gentle music)

That's the end of Part Two of Resource 4. Make sure you take a break and then complete practice questions 1 and 2. Remember to write in the discursive style or the hybrid, and purposefully experiment with your language, forms, and features. You might even like to reconnect with your prescribed texts and try to experiment with an aspect of the text that you haven't explored before. Good luck, and don't forget to keep experimenting. (gentle music)

 End of transcript