English Standard – Module C

HSC hub student support session – The Craft of Writing

**Exploring sample answers – an imaginative response and reflection**

## Resource booklet

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## 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, whole class 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 course work, texts pairing and assessments to do the activities.

## Advice to the independent student

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

* access to all your school-based coursework, assessment for Module C and access to your prescribed texts
* a copy of the student booklet either hard copy or digital
* access to the 2019 HSC marker feedback, the 2019 HSC examination Paper 2 and the sample examination materials for Paper 2, all available within the [NESA English Standard webpage.](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-standard-2017/modules)

You can use this resource to refine your understanding of imaginative responses and crafting the explanation (reflection) under examination conditions. The following resources are designed to help you practise writing. Some may already be familiar to you while others might be brand new. The intention with these resources is that you are practising writing under examination conditions. There are also suggestions for how to incorporate a stimulus into your writing. This will help you in your preparation for the examination component of Module C.

## Resource 1 – Module statement – The Craft of Writing

In this module, students strengthen and extend their knowledge, skills and confidence as writers. They write for a range of authentic audiences and purposes to convey ideas with power and increasing precision.

Students appreciate, examine and analyse at least two challenging short prescribed texts as well as texts from their own wide reading, as models and stimulus for the development of their own ideas and written expression. They examine how writers of complex texts use language creatively and imaginatively for a range of purposes, to describe the world around them, evoke emotion, shape a perspective or to share a vision.

Through the study of texts drawn from enduring, quality texts of the past, as well as from recognised contemporary works, students appreciate, analyse and assess the importance and power of language. Through a considered appraisal of, and imaginative engagement with these texts, students reflect on the complex and recursive process of writing to further develop their ability to apply their knowledge of textual forms and features in their own sustained and cohesive compositions.

During the pre-writing stage, students generate and explore ideas through discussion and speculations. Throughout the stages of drafting and revising, students experiment with a range of language forms and features for example imagery, rhetoric, voice, characterisation, point of view, dialogue and tone. Students consider purpose and audience to carefully shape meaning. During the editing stages students apply the conventions of syntax, spelling, punctuation and grammar appropriately and effectively for publication.

Students have opportunities to work independently and collaboratively to reflect, refine and strengthen their own skills in producing crafted, imaginative, discursive, persuasive and informative texts.

**Note***:* Students may revisit prescribed texts from other modules to enhance their experiences of quality writing.

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

# Part 1 – the imaginative response

## Resource 2 – the 2019 HSC

Create a piece of imaginative, discursive or persuasive writing that **ends** with the provided image.​

12 marks ​

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



[HSC Examination English Standard Paper 2 – Modules](https://educationstandards.nsw.edu.au/wps/wcm/connect/40e9f772-e085-4024-b8f7-4af0cf4a5497/2019-hsc-english-standard-p2.pdf?MOD=AJPERES&CACHEID=ROOTWORKSPACE-40e9f772-e085-4024-b8f7-4af0cf4a5497-mTMS6sY) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales 2019.

### Activity 1 – the 2019 HSC stimulus and question

**Initial response to the stimulus.**

Use the answer space below to brainstorm some initial ideas in response to this stimulus. Use the questions to guide your thinking.

1. Who might have painted the images?
2. What is at the end of the alleyway?
3. What is going on in these buildings?

| (within all of the answer boxes be sure to give yourself more space if you are printing this resource) |
| --- |

## Resource 3 – the sample imaginative response

Responding to the 2019 HSC exam question.

..His father said to him. ‘Son, a man’s tears are special. They’re full of magic. But if a man cries too much he runs out of magic. So buddy you shouldn’t cry. Or your magic leaves’.

I watch my father hug me. He starts up the car again and we drive. It's silent. It's a kind of silence that crushes your soul. The silence rings in my ears. We keep going until we are finally at the alley leading to the ice cream place. I watch as he puts me on his shoulders. I go to follow but I hear a beep and my body is pulled back.  I hear another beep and it jerks me back.  I'm playing tug-of-war with the beeps but I'm too weak.

Suddenly, I'm back. Darkness again. And voices. But there are more voices then normal. I hear a doctor say, “He's going to a better place.” My mother cries. I hear beeps starting to fade. These ones are softer. I sink into the mattress of beeps. “I wonder what he sees,” my mother's voice catches in her throat. Fading. Everything fades. The last thing I hear is my father. He lets his magic out.​

My eyes open and I'm in the alley, leaving the ice cream place which is surrounded by colour. I see a face. It's new. It's my grandma. I remember this old picture of her. At the end of the alley my dad's van waits for me.​

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### Activity 2 – unpacking an imaginative response

**Critical analysis activity**

Use the answer space below to brainstorm your ideas.

1. Identify any patterns you see.
2. Identify repeated language features that this writer has used.
3. Explain the thread of ‘craft’ woven through this piece.

|  |
| --- |

## Resource 4 – what is motif?

A motif is an item, colour, action, dialogue, character, concept or idea that is a recurring element throughout a literary work. They add depth to the writing and are used by composers to help develop or explain their thematic message. They often help advance the plot, they may change as the story progresses and this change is purposeful. Usually they can be traced right through a text as they are used to reinforce a theme through purposeful repetition. This repetition can be literal and figurative. They can be an image, sound, action or other figure that has symbolic significance and contributes to the development of the plot and the text’s central message (its theme). They are usually assisted by the effective use of other literary devices.

If you would like to explore the motif further and examine some examples view the YouTube clip [‘Motifs in Literature’](https://www.youtube.com/watch?v=DQ3gPeUh34M) (duration 16:11).

### Activity 3 – exploring the motif of sound

1. Re-read the extract and make your own annotations about the role of sound as a motif in this section of the piece.
2. Explain how sound has been as a motif.

|  |
| --- |

1. To what extent do you think the motif of particular sounds have been used in an engaging way?

|  |
| --- |

### Activity 4 – exploring the imaginative response

1. Link to the stimulus. Your personal response – do you like the way this writer has ‘used’ the alley? Why? Why not? Use the answer space below to explain your ideas.

|  |
| --- |

1. **Develop a motif or use an extended metaphor. Exa**mine one of your Module C prescribed texts. In the space below, write a short explanation of how and why the writer has used a motif or an extended metaphor in their text.

|  |
| --- |

1. Explain how you think it works in achieving the purpose. Use the answer space below to write your ideas.

|  |
| --- |

1. Experiment. Utilise the motif or the extended metaphor as a stimulus and create a new text. Create the opening few paragraphs of a piece of writing, establish a setting, mood and conflict. Focus on one character’s experience.

|  |
| --- |

* Annotate the extract focusing on the syntax, the sentence structure and word order. Use the following questions to guide your annotations. Firstly, start by exploring where the words are placed within the sentences, do you think there has been purposeful placement of certain words? What is the impact of this?
* What is the length of the sentences? Are they overly long, elongated or drawn out with lots of punctuation like commas? Or are they short and truncated?

1. How does the punctuation help structure the sentence? Is there a connection between the sentence structure and the subject matter or mood being established?
2. Experimenting. Using short simple sentences, sentence fragments or truncated sentences. Spend some time on one of your own pieces of imaginative writing. Choose a paragraph and rewrite it in the space below with greater variety of sentence types and lengths. Make sure you experiment with several short sentences for impact.

|  |
| --- |

1. Reflecting. What changes in your writing because of your manipulation of sentence types and lengths?

|  |
| --- |

### Activity 5 – write a response

**Extract from a prose fiction novel:**

‘Monday morning, seven thirty, and it’s so hot the house feels like it’s melting. Cicadas scream through the windows. The dog pants on the kitchen floor. I had a shower five minutes ago and already I’m sweating through my shirt. ​

‘Ugh,’ I say, flopping over the kitchen counter, crumpled uniform on, shoes untied. ​

Mum reads my face and sighs. She's making breakfast for the twins. ‘Be grateful you get to have an education, Biz.’ She waggles a spatula. ‘Not everyone’s as lucky.’ ​

I peer at her. ‘You might have read me wrong, Mum. Maybe I meant, “Ugh. How I wish school lasted all weekend, I have missed it so very much.”

I’m a month into Year 11, which is ridiculous because I am nano and unformed...”​

Helena Fox ​

‘How it feels to float’

* 1. Use a **line or sentence from the stimulus** provided as the opening for an imaginative, discursive or persuasive piece of writing that centres on a strong connection between characters and place.

1. Use the table below to plan your response:

Table 1 – Module C response planning activity

|  |  |
| --- | --- |
| Suggestions | My planning |
| Type of text |  |
| Form |  |
| Purpose |  |
| Target Audience |  |
| Setting/Place/Context |  |
| Characters |  |
| Elements and language devices that I liked from prescribed text |  |
| Key ideas |  |
| Language devices that I want to try to include |  |
| What do I want to achieve? |  |

# Part 2 – student samples – the sample explanation (reflection)

## Resource 5 – sample explanation statement

**This is the sample explanation that accompanies the imaginative response.**

**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 thee 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.

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## Resource 6 – definitions

[Module C: The Craft of Writing, Frequently Asked Questions](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-standard-2017/modules/module-c-the-craft-of-writing) © 2020 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

Explain: Relate cause and effect; make the relationships between things evident; provide why and/or how.

### What is a reflective text?

NSW K–12 English glossary doesn’t define reflective texts, but it does define reflection as follows:

The thought process by which students develop an understanding and appreciation of their own learning. This process draws on both cognitive and affective experience.

Some examples of questions and marking guidelines that require reflective writing are Example B (b) [English Advanced](https://educationstandards.nsw.edu.au/wps/wcm/connect/ca688818-bb25-407b-b757-0fd9ae0aa7c1/sample-questions-new-hsc-english-adv-paper-2-exam-2019.pdf?MOD=AJPERES&CVID=) and Example C (b) [English Standard](https://educationstandards.nsw.edu.au/wps/wcm/connect/5cd502d8-2cb5-40ed-bf7f-f36b824a957d/english-standard-stage-6-sample-hsc-questions-paper-2-2019.pdf?MOD=AJPERES&CVID=).

### Activity 6 – features of reflective writing

Use the following table to identify if the reflective response includes some of the following features:

Table 2 – features of reflective writing check list

|  |  |  |
| --- | --- | --- |
| Reflective features | Sample response - evident (Y or N) and evidence | Own text - evident  (Y or N) and evidence |
| Use of first person to express self-assessment |  |  |
| Use of evaluative language |  |  |
| Use of examples quoting from own written piece |  |  |
| Use of anecdotal references, imagery or metaphor |  |  |
| Explanation, description or justification of the use of specific language or stylistic devices |  |  |
| Makes a connection between what they learned about writing and the writing that they craft |  |  |
| Discusses self-awareness of the learning process |  |  |
| May be objective and/or subjective |  |  |
| Refers to prescribed texts being an inspiration |  |  |

[Module C – The Craft of Writing, frequently asked questions](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-advanced-2017/modules/module-c-the-craft-of-writing) support resource document.

Resource 7 – the explanation statement

You will re-connect with the key verb in the examination and that is 'explain'. You will explain your process within the examination and you will reflect on what you have achieved in relation to your desired purpose. However, you are not expected to reflect in the same way that you would in class when you have had plenty of time and space to think deeply about your process and product. That is why verbs like 'explain' are more likely to be part of the examination question structure for this section. Remember the word explain requires you to 'relate 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. You might connect to the mood you created, the emotions you evoked and whatever the question requires. You are making the relationships between the choices you made and the impact of these evident. You are showing why you made certain decisions, connecting to prescribed texts if the question requires this, and exploring how and why you created meaning.

### Activity 7 – unpacking the sample explanation

**This is the sample explanation that accompanies the imaginative response.**

#### Activity 7 – paragraph 1

**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.​

1. The short introductory statement at the start of this reflection should explain three things: Can you identify those in the opening paragraph above? Use the table below to write your ideas.

Table 3 – what, how and why table

|  |  |
| --- | --- |
| What, how and why | Complete ‘How, What, Why’ using evidence from the introduction (Paragraph 1) |
| What – they or you did? |  |
| How – they or you did it? |  |
| Why – they or you did it? |  |

How could this introduction be improved?

|  |
| --- |

What improvements could you suggest?

|  |
| --- |

#### Activity 7 – paragraph 2

**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.

What issues can you identify within paragraph 2?

|  |
| --- |

What would you add to this paragraph if it was your writing?

|  |
| --- |

#### Activity 7 – paragraph 3

**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. ​

Identify the effective aspects of this paragraph.

|  |
| --- |

Review the “features of reflective writing” in Activity 6. Choose three features to provide feedback explaining how this section of the reflection could be enhanced. Record your information in the table below:

Table 4 – feedback on reflection activity

|  |  |
| --- | --- |
| Reflection | Feedback on how to enhance the reflective writing |
| (identify an example from the reflection) | (explain how it could be improved) |
| (identify an example from the reflection) |  |
| (identify an example from the reflection) |  |

#### Activity 7 – paragraphs 4 and 5

**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 thee 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.

Re-read the sample reflection’s ending and then re-read the 2019 HSC marker feedback below:

#### **2019 HSC marker feedback**

**Question 8 Part (b)**

 In better responses students were able to:

* clearly articulate the purpose of their writing in part (a)
* clearly explain the language and stylistic choices used in part (a) with relevant detail
* effectively analyse their purposeful use of language and style in part (a)
* make strong links between the study of The Craft of Writing and their own writing
* demonstrate confident and sustain controlled language

Areas for students to improve include:

* emphasising the analysis of their own writing rather than focusing on the prescribed text from The Craft of Writing
* making a clear opening statement to introduce their reflection, rather than writing a long paragraph
* using a strong personal voice
* reflecting thoughtfully on the way they have used language and style techniques
* using quotations from their own work to exemplify their explanation
* being specific rather than general

What connections can you make between the HSC marker feedback and these two paragraphs? What has the student done well and what could they improve upon? ​

|  |
| --- |

What other improvements could you suggest?

|  |
| --- |

### Activity 8 – re-visit your reflective writing

1. Examine one of your own reflections, you might like to use your assessment for Module C or class tasks. Can you identify the What, How and Why? What could be improved? Rewrite. Identify what are you happy about and what would you now do differently.

|  |
| --- |

1. Review the “features of reflective writing” in Activity 6. Choose three features to provide feedback explaining how this section of the reflection could be enhanced. Record your information in the table below:

Table 5 – feedback on reflection activity

|  |  |
| --- | --- |
| Reflection | Feedback on how to enhance your reflective writing |
| (identify an example from the reflection) | (explain how it could be improved) |
| (identify an example from the reflection) |  |
| (identify an example from the reflection) |  |

Re-write one of your paragraphs and explain how this learning has adjusted your approach to reflective writing.

|  |
| --- |

### Activity 9a – write a response

**Extract from a prose fiction novel:**

‘Monday morning, seven thirty, and it’s so hot the house feels like it’s melting. Cicadas scream through the windows. The dog pants on the kitchen floor. I had a shower five minutes ago and already I’m sweating through my shirt. ​

‘Ugh,’ I say, flopping over the kitchen counter, crumpled uniform on, shoes untied. ​

Mum reads my face and sighs. She's making breakfast for the twins. ‘Be grateful you get to have an education, Biz.’ She waggles a spatula. ‘Not everyone’s as lucky.’ ​

I peer at her. ‘You might have read me wrong, Mum. Maybe I meant, “Ugh. How I wish school lasted all weekend, I have missed it so very much.”

I’m a month into Year 11, which is ridiculous because I am nano and unformed...”​

Helena Fox ​

‘How it feels to float’

* 1. Use a **line or sentence from the stimulus** provided as the opening for an imaginative, discursive or persuasive piece of writing that centres on a strong connection between characters and place. **(Note: you should have completed this at the end of Part 1, re-read your response.)**
  2. 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).​

### Activity 9b – revisiting activity 6 – features of reflective writing

1. Revisit the table you complete in Activity 6, add to that table information about your own reflective writing sample.
2. Review the “features of reflective writing” in Activity 6. Choose three features to provide feedback explaining how this section of the reflection could be enhanced. Record your information in the table below:

Table 6 – self-evaluation, personal feedback on reflection activity

|  |  |
| --- | --- |
| Reflection | Feedback on how to enhance your reflective writing |
| (identify an example from the reflection) | (explain how it could be improved) |
| (identify an example from the reflection) |  |
| (identify an example from the reflection) |  |

### Activity 10 – planning for feedback

It’s important you give yourself a break between writing your response and engaging in self-reflection. This helps you see your response with objective eyes, you’re more likely to be able to identify its strengths and areas for improvement.

If you have not engaged in any reading about editing your own work it is worth completing some research. The article title ‘How to Self-Edit: 10 Tips for Editing Your Own Writing’ by MasterClass (search this title in a search engine and the article will come up), or copy and paste this link into the search engine: <https://www.masterclass.com/articles/tips-for-editing-your-own-writing#10-tips-for-editing-your-own-writing>.

You may find it useful to also complete the following:

1. Re-read the HSC marker feedback and annotate your own work with this information in mind.
2. Mark your own work using the [NESA marking criteria.](https://educationstandards.nsw.edu.au/wps/wcm/connect/23811094-fc67-42b8-9952-493c2edeb533/2019-hsc-english-std-p2-mg.pdf?MOD=AJPERES&CACHEID=ROOTWORKSPACE-23811094-fc67-42b8-9952-493c2edeb533-mXp9Voj) Make sure you use the criteria on pages 3 and 4.
3. Discuss your response with a peer and talk through your plans and desired outcome, this may help you reflect on where you achieved these plans and where you could improve the next time round.
4. Ask a peer to mark or grade your work and provide you feedback using the criteria. Reflect on their grade and comment and implement the feedback next time you write.
5. Submit your response to your teacher for feedback, ensure you discuss with them the feedback you receive particularly if there is anything you do not understand. Implement the feedback they provide.
6. Remember that this is a first draft, markers do not expect this piece to be flawless, come in prepared and do the best you can do but remember this is marked as a first draft.
7. Swap your response with a peer. Ask your peer to review the “features of reflective writing” in Activity 6. Choose three features to provide feedback explaining how this section of your reflection could be enhanced. They should record their ideas and feedback in the table below:

Table 7 – peer feedback on reflection activity

|  |  |
| --- | --- |
| Reflection | Feedback on how to enhance your peer’s reflective writing |
| (identify an example from the reflection) | (explain how it could be improved) |
| (identify an example from the reflection) |  |
| (identify an example from the reflection) |  |

#### Feedback plans

1. Outline the key points within the feedback you received and your implementation plans.
   * Feedback –
   * Implementation plans –

### Activity 11 – what makes you say that?

Now that you have engaged in self, peer and or teacher feedback and reflection, it is a good idea to revisit your Module C assessment response and feedback. This is an opportunity to acknowledge your own improvement and continue refining your writing.

1. What’s the key difference between your assessment and your latest response?

 What do you see that makes you say that?

 What would you like to improve upon or experiment with next and why?

**Thinking routine**

Complete this table to reflect on your learning from this section of the resource.

Table 8 – I used to think…Now I think…

|  |  |
| --- | --- |
| I used to think… | Now I think… |
| I used to think | Now, I think |