



English Booklet:

Module C – Reflective Statement Structure

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Module C questions may involve two parts: (a) an imaginative, discursive, persuasive or informative text followed by (b) a reflective text.

What is a reflective text?

NESA doesn't provide a definition for a reflective text; however, NESA does define *reflection* as:

*"The thought process by which students develop an understanding and appreciation of their own learning. This process draws on both cognitive and affective experience."*¹

NESA also identifies some common features of reflective texts:

- **Use of first person to express self-assessment**
- Use of **evaluative language**
- **Considered use of examples**
- Use of anecdotal references, imagery or metaphor
- **Explanation, description or justification of the use of specific language or stylistic devices**
- **Connections between what students learn about writing and the writing that they craft**
- **Self-awareness of the learning process**
- May be objective and/or subjective²

Students are not required to include all these features; however, the features in bold are a useful guide to developing a strong reflective response. So, what do these features mean?

¹ <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>

² <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>

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- **Use of first person to express self-assessment**

Use 'I' and make sure to reflect on your language choices and their effectiveness. Don't write only about what makes a technique effective in the text you studied for Module C. Also write about why *you* chose to use that technique and what makes *your* use of that technique effective or not.

- **Use of evaluative language**

Don't just say that you wrote an imaginative text that used an extended metaphor. Evaluate how effectively you used a particular technique for a particular effect. For instance, "My use of metafiction was **fairly successful** because... It was **particularly effective** because... In contrast, my use of an extended metaphor was **less successful** because... I could make the extended metaphor **more effective** by..."

Don't just divide your writing into good bits and bad bits. Evaluate *how effective* or *ineffective* your writing is.

- **Considered use of examples**

Choose your examples from your own writing carefully. Pick the strongest bits and the weakest bits. Don't quote massive sections, just take the part you need. Choose a variety of examples.

- **Explanation, description or justification of the use of specific language or stylistic devices**

Identify what the question is asking. Is it asking you to explain, describe or justify? Clearly identify a language technique or device, provide an example of it, then answer the question (explain it, describe it or justify it).

- **Connections between what students learn about writing and the writing that they craft**

This is the focus of Module C. Be prepared to write about how the composer of a text you have studied has influenced your writing style or to justify why you have chosen to include a particular language technique or device from one of your prescribed texts. Also be prepared to write about the process of writing (you can link this to some of the prescribed texts in Module C that deal directly with the writing process, e.g. Zadie Smith's "That Crafty Feeling").

- **Self-awareness of the learning process**

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What's the point of writing a reflection? The hope, at least, is that reflecting on how you write will make you aware of your strengths and weakness, and improve your writing in the future. You need to develop self-awareness to evaluate your writing accurately and honestly. You also need to have the self-awareness to admit that a first draft is rarely the best you can do.

How do you write a reflective text?

When writing a reflective text, bear in mind why you are writing it. The purpose – to evaluate your writing and improve in the future – should guide you.

General tips

- Answer the question. Some questions will be broad; others will require you to reflect on a particular aspect of your text.
- Discuss the strengths *and* weaknesses of your text.
- Be specific.
- Be thorough. Don't just list techniques that you used. For example, you may need to:
 - identify a technique,
 - state the text you were inspired by,
 - state how the technique was used in the original text,
 - what was effective about it/why you chose to use it in your text,
 - how you used it,
 - how successful you were,
 - if relevant, how you could make it more successful.
- 300 – 500 words.

Possible structure

What the task asked you to do

- Set out what you were meant to do e.g. use one technique from a prescribed text in Module C, state the technique you used, the text it came from etc.
- Briefly introduce that you will look at the strengths and weaknesses of your response.

Evaluate the strengths

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- Identify specific examples e.g effective use of a technique.
- 3 techniques or language features.
- Link to the overall effectiveness of your text (think about how effectively your writing reflected your purpose, context, audience, text type).

Evaluate the weakness

- Identify specific examples e.g. less successful use of a technique.
- 3 techniques or language features.
- Link to any overall weaknesses in your text (think about whether your writing was ineffective in reflecting your purpose, context, audience, text type), e.g. *I could have fulfilled the purpose of your text more successfully if you had done.... instead of doing...*

Conclude

- Briefly summarise your evaluation.
- Can include a general comment about how this text and this evaluation fits into your progress as a writer. You can tie a specific comment about a weakness in this text to something that you are working on in your writing generally. For instance, *I often find it difficult to develop and maintain a sustained voice in my imaginative writing. This difficulty arose in the text I wrote today where I sometimes used overly informal language, which made the voice in my text seem disjointed. I'm trying to improve the development of voice in my imaginative texts by focussing on tone, rhythm and the vocabulary I use.*