



SCOTCH COLLEGE  
PERTH WESTERN AUSTRALIA

# The Reflective & Creative Process

Year: 10

Subject: Language and Literature

Due Date: Week 8

Unit 3 - Voices from the Margin

KEY CONCEPT	RELATED CONCEPTS	GLOBAL CONTEXT
Perspective	Character, Point of View	Identities and Relationships
STATEMENT OF INQUIRY		
Writers of fiction often represent the perspectives of the marginalised. A writer's choice of point of view, style and character can reveal that not all individuals or social groups are treated equally and that this shapes the identities of each social group.		
APPROACHES TO LEARNING (ATL): • Self Management (v.) Reflection Skills • Thinking (viii) Critical Thinking Skills (ix) Creative Thinking Skills		

TASK	YOU WILL NEED TO SUBMIT
Create an additional scene for the novel you have studied, written from the point of view of a marginalised character, other than the narrator. (800-1000 words)	<ul style="list-style-type: none"><li>• A fully completed reflection journal</li><li>• All preliminary drafts (first handwritten &amp; all others typed)</li><li>• A final copy through turnitin</li></ul>

## KEY POINTS FOR SUCCESS:

- Use the process below to help you to both reflect and create (Emulation, Inspiration & Distillation Phase)
- Be clear about the purpose of your piece. Consider what you would like to achieve by writing your piece. (Clarification Phase)
- Make multiple attempts to edit and proofread your work. Keep each of your drafts and submit with your final copy. (Perspiration Phase)
- Reflect and evaluate on your work with careful thought and contemplation. (Evaluation & Incubation Phase)

## Emulation: Suggested Tasks to Identify and Explore a Writer's Style

Look closely at sample paragraphs from **three novels**, one of which is the novel you are studying. Once you start reading, look back at these extracts and decide which one comes from the novel you are reading.

**Firstly:**

Reflect on the definition of style from the MYP guide

**Style:** The characteristic way that a writer uses linguistic devices, literary devices and features for particular purposes and effects; for example, word choice, sentence structure, figurative devices, repetition, motif, allusion, imagery and symbolism.

**Then:**

Make notes in the space below about each passage and the defining features of each writer's style that is observable here

TEXT 1


TEXT 2

TEXT 3

Your job is now to write a couple of paragraphs from **one** of the following suggested scenes in the style of **each of the three** writers- so, three short pieces in total, that experiment with the style of each writer and attempt to emulate this style.

**Possible scenes:**

- A central character meets a new citizen to their town.
- A conflict unfolds between two groups.
- A character experiences a moment of awakening.
- A character contemplates an event that has just occurred.



# Inspiration

This is the idea-generation phase. The process is uninhibited and is about spontaneity, experimentation, intuition, and risk-taking.

Creativity is like mining for diamonds, most of what you dig is thrown away, but that doesn't make the digging a waste of time. If you 'can't think of anything' you are having difficulty with this inspiration phase, perhaps because you are too self-critical, or expect good ideas to come too quickly.



Throughout this unit, use this mind map to record any interesting ideas that you could develop into your final piece:

Possible additional scenes with narrator, characters, events, ideas		
	<p><u>Story</u> <u>Writing</u> <u>Ideas</u></p>	

## Clarification

The aim here is to clarify the purpose or objective of the work. It is easy to lose your sense of direction while dealing with creative work. So you need occasionally to disengage from these obstacles and ask: "what exactly am I trying to do?"



**Why did I choose this character?**

**What ethical considerations must be acknowledged when choosing this character?**

**What is interesting that I can explore about them?**

**What would this additional scene allow me to explore?**

**What strategies can I use to help me explore the scene?**

## Distillation

Here ideas from the inspiration phase are sifted through and evaluated usually in the light of the findings of a clarification phase. The best ideas are chosen for further development, or are combined into even better ideas.

Choose your favourite idea from the Inspiration page and develop it into more detail here:

SCENE	
SETTING	
CHARACTER	
NARRATIVE POINT OF VIEW & READER POSITIONING	
FEATURES OF STYLE	

## Perspiration

**This is where you work in a determined way, developing your best ideas into a creative piece of writing.**

This is where the real work is done. You are involved in determined and persistent effort towards your goal.

Also remember to **keep the drafts of your writing** to submit along with your final product.

In this space, create a plan for the next two weeks. Consider how you are going to use your class lessons and homework time to achieve the desired result.

**Action Plan:**





## Evaluation

This is a review phase in which you look back over your work in progress.

In the *evaluation* phase you examine your work for strengths and weaknesses. Then you need to consider how the work could be improved, by removing weaknesses but also by capitalising on its strengths.



Then there will probably need to be another *perspiration* phase to respond positively to the suggestions for improvement.

*Perspiration* and *evaluation* phases often alternate to form a cycle.

Consider the following questions:

What else do I need to understand to be able to write this scene in a way that addresses the purposes of the task?

What strategies will I use to find out how?

What strategies will I use to improve what I have already written?



## Incubation: Peer Feedback Phase

This is when you leave the work alone, though you still ponder about it occasionally, leaving it 'on the surface of your mind'.



Many brilliant ideas have occurred in the bath, or in traffic jams. If you are able to stop work on a project for a few days, perhaps to work on other things, this will give your subconscious time to work on any problems encountered, it will also distance you somewhat from your ideas so that you are better able to evaluate them.

*Whenever Sir Isaac Newton had a particularly thorny problem he always worked on it just before he went to sleep.*

*He said, "I invariably woke up with the solution".*

After reading the work again and discussing it with a peer- what could I now do to improve this piece of work?

