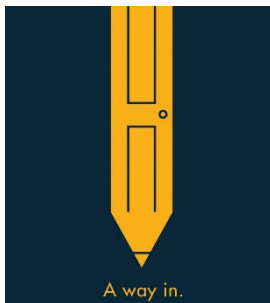


Reflection Scaffold



NESA defines reflection as the **thought process** by which students develop an understanding of their own learning, drawing on both **cognitive and affective experiences**, and includes features like **self-assessment, evaluative language**, and examples from their own work.



Introduction

- ☐ Articulate the **PURPOSE** of your composition.
- ☐ Link to the **question**
- ☐ Outline aesthetic vision - *classic, gothic, romantic, modern, post-modern, surrealism*
- ☐ How did your prescribed texts and related texts inspire your “craft” – form and language and stylistic features of your writing?

Example 1

My imaginative ‘Withered’ is inspired by my desire to present the clash between Romanticism and the Enlightenment through the lens of contemporary satire. By exposing both ideologies as archaic and their conflict as absurdist comedy, my story reduces their intellectual traditions to artefacts of history and frames their own incompatibility as disconnected from the 21st century. This concept is captured within the motif of the withering rose, likening the fragility of nature displaced from its environment to the instability of Romantic ideals removed from their time.

Example 2

The magical realism piece, "The Calling" aims to highlight the importance of having ambition to sustain a meaningful and satisfying existence in capitalism's mundane and bleak chokehold. I was influenced by Franz Kafka's novella "Metamorphosis," whose comedic dialogue and dynamic characterisation developed an effective satire that propounded his commentary on 20th-century existence.

How does your aesthetic vision complement your purpose?



Body Paragraphs

Ensure body paragraphs are informed by mark allocation for this section.

Possible mark allocations include: 5 marks, 8 marks and 10 marks.

The aim of your body paragraphs is to **evaluate** and **justify** your use of **form** and **language techniques** used to achieve your **PURPOSE**.

Consider structure of your body paragraphs informed by mark allocation.

Body Paragraph 1

- ☐ **Structure – PETAL**
- ☐ Outline your **purpose (thematic concern)** of your composition)
- ☐ Identify **MACRO features** of your composition (**form**) and connect to a prescribed text/related text (only if directed by the question)
- ☐ **Explain how your composition uses this textual form to achieve your purpose in a similar or different way to the prescribed text.**
- ☐ Linking statement – **EVALUATE** the impact in achieving your desired purpose.

Example 1

I foster a satirical tone through a farcical exaggeration of Romantic writing to highlight its inauthenticity today, embellishing my language with a needless obsession for rich imagination and extravagant description as a form of parody by excess.

“Their anaesthetised needles have sunken into their veins, pumping a mix of vanity and ignorant dogmatism through their souls.”

The immaturity of the ideologies is further ridiculed through their clash, as I create an awkward blend of Romantic language with a contemporary voice. “Dingleberry and “pea-brain” stand in stark contrast to the melodramatic language, mocking the exceptionally dull solemnity Romantic poets expressed themselves. The childish insults reduce Romanticism to its puerile reality of misguided idealism. I found Shelley’s explanations of the creatures frequent escapes from Frankenstein with “but he eluded me” to have a humorous bluntness that contrasted the overly romanticised narrative voice and only accentuated the self-indulgent excessiveness of the Romantic style. Additionally, I construct another voice within the footnotes, humouring the clash with Romanticism in the inane detail and formality that characterises scientific articles as products of Enlightenment thought. Inspired by the use of footnotes to complement traditional narrative form in Díaz’s Oscar Wao (2007), what is fundamentally juvenile is given an authorial platform, concealing nonsense as academic fact. Commentary including the inability for “Ice Ice Baby” to “replace inadequate air-conditioning” provide absurdly yet straight-faced intrusions that satirise the preoccupations of Enlightenment intellectualism. Thus, from a postmodern perspective, I use anachronistic language to parody the immaturity of these conflicting ideologies.

Example 2

My use of triptych enables the audience's deeper introspection into the volatile, ever-changing parent and child relationship, modified from the similarly fragmented, but diptych structure of Harwood's work. Her text, separated into the fragments 'Barn Owl' and 'Night Fall' explores a similar concept to mine: the passage of time on the parent and child relationship. However, my modification, creating a three-part structure framed through the acts of Swan Lakes, lends itself to altered purpose, highlighting the intrinsic link between identity and the art of storytelling. Each fragment, 'Valse', 'Allegro Giusto', and 'Finale' parallels the ballet's narrative to the relationship between mother and daughter in my work. Notably, my work mirrors the ballet in the introduction of swans and the childhood fragment, the appearance of Odile, the black swan, and the emergence of darker sides of the protagonist's parental relationship, and closure within the finale, emphasising the linked notions of artistic storytelling and daughterhood.

Macro Features – Prescribed Text	Macro Features – Composition	Intended Effect

Body Paragraph 2

- ☐ **Structure – PETAL**
- ☐ Outline your **purpose** (**thematic concern** of your composition)
- ☐ Identify **MEDIAL features** of your composition and connect to a prescribed text/related text (only if directed by the question)
- ☐ **Explain how your composition uses this stylistic devices / features of writing to achieve your purpose in a similar or different way to the prescribed text.**
- ☐ Linking statement – **EVALUATE** the impact in achieving your desired purpose.

Example 1

*The hospital environment acts in contention with the Romantic sublime, establishing a dichotomy between its controlled sterility and the freedom of nature. It embodies the medical advances in the shift from the Enlightenment to modernity, capturing the sense of the individual's duty to society. For the priest, this setting challenges his Romantic ideology, perceiving the individual to be overlooked and exploited within this world. His moral concerns are superseded by the clinical pragmatism of the environment, removed from his idealised attachment to the imagined and the spiritual. Additionally, my story takes place in Harlem, drawing associations with African-American struggles and gentrification to affirm the subtext of racial exploitation that underpins that clash between Romantic and Enlightenment ideology. The narrative is also saturated in the image of summer heat, emulating the intensity brought by hot, aggressive temperatures observed in Spike Lee's racial narrative *Do The Right Thing* (1989). The opening alludes to Plath's *The Bell Jar*, "It was a queer sultry summer...", reflecting similar sensations of blistering urban life and the depressive experiences of hospitals.*

Medial Features – Prescribed Text	Medial Features – Composition	Intended Effect

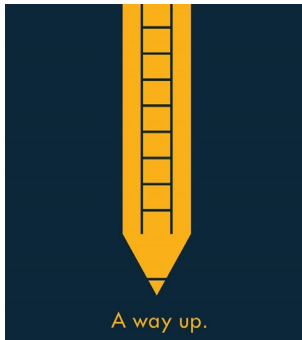
Body Paragraph 3

- ☐ **Structure – PETAL**
- ☐ Outline your **purpose (thematic concern)** of your composition)
- ☐ Identify a **MICRO feature** of your composition and connect to a prescribed text/related text (only if directed by the question)
- ☐ **Explain how your composition uses language to achieve your purpose in a similar or different way to the prescribed text.**
- ☐ Linking statement – **EVALUATE** the impact in achieving your desired purpose.

Example 1

To create a cohesive narrative highlighting the connectedness between the protagonist's identity as a daughter and her mother, I relied on an extended metaphor of the swan, to mirror Harwood's communication of her central concern through the metaphor of the barn owl's death. Her visceral description of the owl, a "bundle of stuff that dropped and dribbled...", metaphorically embodies the protagonists' loss of innocence. Much like how Harwood represents her conceptual thesis through this, I have adapted this device to show the unbreakable, complex connection between mother and daughter through the medium of their shared storytelling. Across fragments, the mother is described as "a pathetic sprawl of moonlit feathers", and the daughter, then, becomes the metaphoric swan through an accumulative first-person description, "feathers prickle my back, a beak grows where my nose has been...". Hence, this extended metaphor solidifies the notion that my protagonist's identity is founded in her relationship with her mother.

Micro Features – Prescribed Text	Micro Features – Composition	Intended Effect



Conclusion

By this stage, your body paragraphs should have already woven insightful conclusions throughout, allowing the final sentences to serve as a reflective summation.

Restate your aim/purpose: Reaffirm the central thematic concern (purpose of your writing) emphasising its intellectual and thematic significance.

The Universal Appeal for Your Composition

What makes your composition worthy of reading?

What is its appeal for your audience?

- To create broad appeal, focus on:
- Understanding your target readers' interests and needs
- Addressing universal human experiences or emotions
- Offering valuable insights, information, or entertainment
- Crafting an engaging and accessible writing style
- Providing a fresh take on familiar topics

Example 1

It is the adaptation of Harwood's technique and concept in 'Father and Child' which has enabled me to portray how we are "products" of the stories told through arts and ignite cogitation upon the identity of daughterhood in the parent and child relationship.

Example 2

A Rose in Harlem is an anachronistic satire that mocks the conflict between Romanticism and Enlightenment thought through a contemporary lens. My influences have inspired me to express this disconnection from modernity, finding humour in the absurdity when a Romantic is unable to come to terms with a post-Enlightenment society.

What specific thoughts and emotions do you intend to evoke in your audience as a result of experiencing (reading) your composition?"