LANGUAGES (CONTINUERS)

ASSESSMENT TYPE 2: IN-DEPTH STUDY

REFLECTIVE RESPONSE IN ENGLISH

A Reflective Response in English (maximum of 600 words, or 5 to 7 minutes)

The reflective response in English primarily addresses Learning Outcome 4: examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.

Students reflect on, for example, their experience in undertaking the in-depth study in English.

Students are required to:

write a reflective response, for example, a reflective essay, a personal journal entry, a blog

or

give, for example, an oral presentation or talk to a specific audience.

The opportunities for students to demonstrate learning at their highest level need to be provided through the process of selection of an appropriate topic. A possible question for the students to consider before deciding may be ‘What will I learn from this In-depth Study?’

The In-depth Study, in principle, will enable the students, at the end of the research journey, to reflect on new findings. It may lead her/him to a change of mind or perspectives, to an adjustment of beliefs. The reflection of the whole In-depth Study is definitely not merely on the methods of how to look for suitable resources, but how the thinking has changed, any learning that was new or surprising, or challenged their own values or beliefs in relation to the topic. Therefore, a topic that the students already have a deep knowledge of might not provide for such opportunity.

The reflection requires personal deep thinking; rather than merely a recount or a narrative.

*Descriptions of the main characteristics of reflective writing include:*

* Relates not only events, but feelings, what has been learnt, and how it will affect future behaviour.
* Includes description and analysis of an experience.
* Provides exploration and explanation of events and contexts.
* Includes consideration of the larger context, meaning and implications of an experience or action.
* Identifies and challenges personal values and beliefs, assumptions, feelings and actions.
* Includes opinion, with supporting evidence.
* Uses personal voice (e.g. I, me, you, we, us) when providing opinion.
* Uses verbs related to feeling, thinking and analysing.
* May include comment on hypothetical situations, and speculation about the future.
* May move between past tense (recounting the actual events) and present tense (making more general observations).
* Is perceptive; demonstrating analysis, synthesis and evaluation.
* *Purpose: The author is looking back on experiences/actions in order to analyse ideas and practices that relate to them personally.*

The following chart shows how specific feature IR3 Reflection can be considered.

Assessment Design Criteria: Interpretation and Reflection; Specific Feature: IR3

|  |  |  |
| --- | --- | --- |
| Specific Feature IR3 | Possible prompt questions from the subject outline | Further elaboration |
| IR3 Reflection  reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts | * how cultures, values, ideas, practices, and beliefs are represented or expressed in the texts studied * how the in-depth study has increased their understanding of the [Language]-speaking communities | What did you discover about the culture through your research?  Information and content is important, but also identify how it has been relevant in your learning. Identification only is in the D level standards.  Not a statement regarding the process such as “I have learnt a lot through this research”. Be specific, but do not provide information style content only. |
| IR3 Reflection  reflection on own values, beliefs, practices, and ideas in relation to those represented or expressed in the texts studied | * how the research has influenced their thinking about language and culture * how the research has influenced their own understanding or perspectives on issues/topics * learning that was new, surprising, or challenging * how the learning may have changed their thinking * their own values, beliefs, practices, and ideas in relation to those represented or expressed in the texts studied | Key point of In-depth Study and focus of the reflection.  What has changed, or been reinforced, in your understanding through the study?  Not merely a statement that “I have learnt a lot”, or “I have changed my view”. Be specific and explain what has changed or been reinforced.  Not merely a description of the research process. |
| IR3 Reflection  reflection on own learning. | * how the research experience was similar to or different from their preconceptions * how they may use this experience in the future. * how their learning in their in-depth study has contributed to their understanding of themselves (e.g. identity, culture(s), values) | Focus on preconceptions of the cultural topic/aspect rather than preconceptions of research or learning styles.  How has learning further about the topic had an impact on your understanding and where it may lead you?  Focus on the language/culture – rather than the method of research.  Not a description of the research process – recount of learning experience is in the D level performance standards. |

The following chart highlights the descriptions of the grade levels for each aspect of IR3.

|  |  |  |  |
| --- | --- | --- | --- |
|  | *IR3 Reflection*  *reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts* | *IR3 Reflection*  *reflection on own values, beliefs, practices, and ideas in relation to those represented or expressed in the texts studied* | *IR3 Reflection*  *reflection**on own learning.* |
| Performance Standards  A | Critical reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts. | Sophisticated recognition and explanation of connections between own values, beliefs, practices, and ideas, and those explored in texts. | Critical reflection on own learning. |
| B | Somedepthinreflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts. | Somedepthinreflection on own values, beliefs, ideas, and practices inrelation to those represented in texts. | Thoughtful reflection on own learning. |
| C | Somereflection on cultures, values, beliefs, practices, and ideas represented or expressed in texts. | Somereflection on, with mostlydescription of, own values, beliefs, ideas, and practices in relation to those represented in texts. | Some reflection on own learning. |
| D | One or more familiar aspects of cultures, values, beliefs, practices, or ideas represented or expressed in texts areidentified. | One or more of the student’s own values, beliefs, practices, or ideas in relation to those represented in texts are described. | Learning experiences are recounted. |
| E | One or more formulaic cultural expressions are identified. | One or more of the student’s own values, beliefs, practices, or ideas are identified. | Learning experiences are listed. |

Other features of the Assessment Design Criteria may also be relevant to assess the Reflective Response in English. In particular, I1 *Relevance*, I2 *Depth of treatment of ideas, information, or opinions*, E2 *Coherence in structure and sequence, and* IR1 *Interpretation of meaning in texts*.