Whilst writing for my essay I chose to choose a reflective essay which mine was about ‘making friends’. I choose this topic because it was about what I feel that has happened to everyone & that nothing is easy. I was also going through this as well at the time.

My piece of writing is a form of colloquial language because I wanted the reader to feel that it was actually in the story and that it is being talked to. For eg ‘Can’t fit in? ….. You feel really isolated, lonely’ I wanted my piece of writing to be easy & clear to understand. Another form of writing that I used in my piece was descriptive language. I used it because I wanted to make it really clear for the reader for what it was like to have no friends, or to make friends. For eg ‘scared about the changes that are going to happen, frightened that you might get lost or forget where your class is, terrified that you might find the work too hard and the teachers scary’. I also wanted to communicate with the reader.

In my piece of writing, I think I achieved that it is always hard starting something new or making friends. Everyone has been through these situations at least once & it will always happen. I think my hardest paragraph was probably my second paragraph because I tried to describe how it was like, not to be able to fit in. One thing that I could of done to make my writing more easier to understand was to add a few quotes in. 

For my vocabulary and the development of my structured piece I got a few peers to edit my work & odd things in and take things out. I also got the teachers to edit it as well.

Articulates clearly the reasons for making particular language choices

Language expression difficulties
Grade Commentary

Jules has demonstrated an adequate level of competence in composing and evaluating a personal reflection. There is a sense of audience and purpose, and the response is generally fluent. The reflection adequately covers the ideas in the text but conventions such as spelling, sentence structure and register have not been addressed as effectively as possible. A sound awareness of literary devices and their general effect has been demonstrated and supported with some examples from the text. The reflection could be improved by greater depth of analysis and a clear indication of future directions for writing.

Jules’s response demonstrates characteristics of work typically produced by a student performing at grade C standard at the end of Stage 4.