

Stage S3**progressing towards****example 2****The student****Year Level:** 15 year old female**Background:** Korean, International student**Language:** Korean**Schooling:** Age equivalent schooling in Korea where she also learnt English as 'an other' language. This piece was written during her second term at an English Language School.**The task**

Reflective writing task. Students watched the film Gallipoli as part of a brief unit on Anzac Day and Australia's involvement in WW1 for their humanities class. Students were asked to respond to a statement that appears at the beginning of the film and discuss their point of view of the statement after watching the film. Students were expected to include an experience from their own lives in the response. The task was not scaffolded.

The text shows that the student:

incorporates elements of an essay structure, e.g. introduction, body, conclusion, topic sentences, paragraphs

uses connectives to develop cohesion e.g. in contrast, in addition

has developed a good range of vocabulary choices

uses nominalization e.g. importance, the preciousness

uses varied tenses with reasonable accuracy e.g. conditional - could make a deep friendship, past perfect - they had thought that...

'It's not arriving at your destination but the journey that matters.'
Do you agree with this statement? Give an example from your own life / experience.

Nowadays people tend to think that only a destination is important. They don't care about a journey they go through. However they learn more things through a journey in fact. To reach a destination, they should endure hardship. Hardship makes people difficult to achieve a purpose, but it reminds people what is important to them. Also during a journey, people often change their thought. A journey makes them ^{become} mature as they experience variety happens.

'Gallipoli', the film about the World War I, is one of the most representative examples show the value of a journey. Frank and Archy, the main characters, enlisted the army without any anxiety. Their destination was a battle field in Gallipoli. They had thought that they could learn valuable things in the field, but actually they couldn't. The only thing that they learned in the field is now it is miserable to be shot by enemies. In contrast, in the journey they could make a deep friendship and realise the importance of friends and family. Through the death of Barney, Bill and Snowy, their fellows, they saw the real side of a war and felt the fierce of a war. They had already grown into adulthood when they reached at the destination.

Not just by films and books, we could realise the importance of journey in everyday life. In my case, I become aware of it especially when I climb up mountains. My destination is the top of a mountain, but I've learned the beauty and the preciousness of nature and patient while I'm climbing up. Also I have time to think about myself seriously. In addition I've enjoyed a mountain with my people making our relationships deeply during a journey. I've spent most of my mountain-climbing time in a journey, and mostly the journey is the purpose, not the destination.

To arrive at a destination, you should go through a journey. Even though you reach at the same destination like others, you would get different lessons from your own journey comparing with others. The lessons from a journey would be ^{much} more important than the lessons from a destination in your life. In the other words, a process is more valuable than a result in life.

includes adverbials e.g. seriously, deeply

uses appropriate punctuation consistently

varies sentence structure, however sentence structure sometimes interferes with meaning

includes some ESL errors e.g. sentence structure, omission of words, word order, over generalization of rules e.g. to be shutted

shows awareness of cultural and social sensibilities of word choice

This text is an example of a student progressing towards the S3 Standard (S3.2). The student writes a reflective essay and demonstrates an ability to express ideas and feelings about an issue. She is able to relate a personal experience to the topic as requested. The student writes with a level of complexity, however some ESL errors are evident in her writing.