



ECU Revision Seminar 2023

ATAR English

Student Workbook

The BIG 6

Context

Audience

Purpose

Genre

Representation

Conventions

Activity 3 – Representation

What ideas are represented in this text about:

- ▶ A particular group?
- ▶ A social issue?
- ▶ A subject?

- What version of reality is presented? What other versions are available?

- What is the purpose of the text?

Activity 4 - Representation

Question	Analysis
The purpose of this text is to ...	I know this because...
The context in which it was produced was ...	I know this because...
The intended audience is ... This audience values....	I know this because...
An alternate audience might be ... This audience values....	I know this because...
My response was (articulate your personal context) ... This is because I value...	I know this because...

Activity 3- Perspective

Think about “Meet the Superhumans”.

- What perspective is offered by the text?

- Does it reproduce, reinforce or challenge popular ways of thinking? Justify your response.

- What different responses could viewers have? What perspectives inform these different responses?

- What values are supported by the text?

Values are abstract things that are held to be important
They are always positive

Activity 4 – Written Voice

The Diving Bell and the Butterfly is a memoir by journalist Jean-Dominique Bauby. It describes what his life is like after suffering a massive stroke that left him with locked-in syndrome.

**How does this text use voice to construct Bauby’s perspective?
Annotate the text looking for language patterns...**

Through the frayed curtain at my window, a wan glow announces the break of day. My heels hurt, my head weighs a ton, and something like a giant invisible cocoon holds my whole body prisoner. My room emerges slowly from the gloom. I linger over every item: photos of loved ones, my children's drawings, posters, the little tin cyclist sent by a friend the day before the Paris–Roubaix bike race, and the IV pole hanging over the bed where I have been confined these past six months, like a hermit crab dug into his rock.

Consider:

- ▶ Narrative point of view
- ▶ Patterns of tonal words – connotative language
- ▶ Figurative language
- ▶ Sound imagery
- ▶ Register (level of language – formal, colloquial, slang)
- ▶ Syntax and sentence structures
- ▶ Grammar and punctuation choices (pace)
- ▶ Structure - space on the page or development of ideas

Activity 7 – Visual Voice

- Describe the voice constructed to represent disabled athletes.

--

- Identify the key visual and audible elements used to promote this voice.

Visual	Audible

- Explain the relationship between context, voice and power in this text.

--

Activity 8 – Visual Voice

Use *Meet the Superhumans* (or a text of your choice) to respond to the following questions:

- ▶ **Which voice/s are foregrounded?**

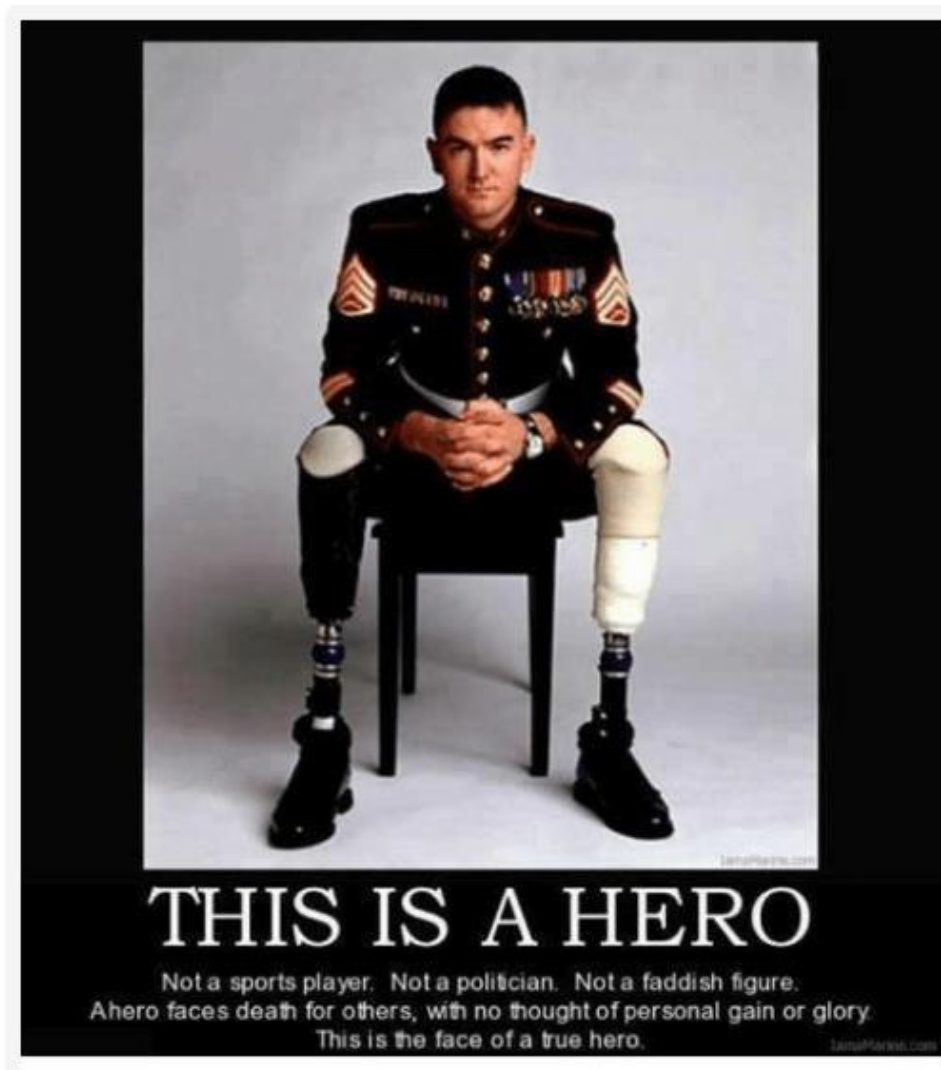
- **Which voices are silenced?**

- **Is this selective?**

- **To what extent is any of this a problem?**

Activity 7 – Analysing Voice

How does this text use written and visual voice to challenge powerful stereotypes?



THIS IS A HERO

Not a sports player. Not a politician. Not a faddish figure. A hero faces death for others with no thought of personal gain or glory.

This is the face of a true hero.

Write your notes on the next page...

The stereotype:

Written Voice

Visual Voice

Analysis:

Activity 8 – Comprehending Questions

Task 1: Identify the WHAT and HOW of each question

Task 2: Note whether the question is open, partially open or closed.

- 1. Explain how voice is used in Text 1 to construct a particular perspective.**
- 2. Explain how Text 2 constructs an unequal relationship.**
- 3. *Use your knowledge of visual language conventions to explain your response to this image.***
- 4. *Compare the representations of soldiers in Text 3 and Text 4.***
- 5. *Explain how Text 5 challenges particular views about those who seek asylum in Australia.***
- 6. *Compare how Text 5 and Text 6 effectively convince their audience about the need to accept refugees and asylum seekers.***

Activity 9 – Deconstructing Questions

Task 1: Decide if each question is a **CONTEXT**, **CONVENTIONS** or **GENRE** question.

Task 2: Which questions are essentially the same concept/task but use different words.

Task 3: Look for limiters and modifiers to determine what is really important in the question.

Question 1

Texts from other times and places can provoke us to consider our own cultural identity.

Discuss this statement with reference to **at least one text** you have studied.

Question 2

Texts offer us an alternative lens through which to view the world.

Discuss this statement with reference to **at least one text** you have studied.

Question 3

A consideration of context can expand our appreciation and/or understanding of the complex ideas offered by a text.

Discuss this statement with reference to **at least one text** you have studied.

Question 4

Texts can provide a voice for the powerless, the fearful and the lonely.

Discuss this statement with reference to **at least one text** you have studied.

Question 5

With reference to **at least one text** you have studied, discuss how the construction of settings work to develop characters and ideas or of a text.

Question 6

Texts that have the greatest impact are those that cause us to explore or question our values.

Discuss with reference to **at least one text** you have studied.

Question 7

Compare how **two** texts have explored problems or matters of personal or public concern.

Question 8

Discuss how **two** narratives have allowed you to step into other worlds.

Question 9

Evaluate the impact of description and imagery in a text that you have studied.

Question 10

With reference to conventions, language and/or stylistic features, discuss the degree to which a text has positioned you to respond sympathetically to an idea or issue.

Question 11

Discuss how a text you have studied works to present an outdated, thought provoking or questionable perspective on an issue or a group of people.

Question 12

Explain how knowledge of context might influence an interpretation of **at least two texts** you have studied.

Question 13

Compare the ways in which **two studied texts** have been effective in bringing important issues to the attention of an audience.

Question 14

Compare the impact of genre, mode or medium on your experience of **two texts** you have studied.

Question 15

Evaluate the impact of language conventions on your interpretation of **at least one text** you have studied.

Question 16

Debate the idea that every time we read a text we lose a piece of our innocence.

Question 17

Contrast how **two texts** have challenged your perspective on a complex idea.

Question 18

With close reference to **two texts** you have studied this year, explore the relationship between content, structure and meaning.

Question 19

With close reference to **at least one text** you have studied, explore the relationship between voice and perspective.

Question 20

Discuss how an understanding of context has influenced your reading of **two texts** you have studied this year.

Question 21

Examine how two texts you have studied support particular values.

Question 22

Texts from different genres can achieve the same result. Explore this idea with reference to texts you have studied this year.

Question 23

The perspective from which a text is approached can alter how it is valued. Explore this idea with reference to one text you have studied.

Question 24

Language is a vehicle for understanding.

Explore how the language of **two texts** you have studied have transported you to other worlds.

Question 25

The narrative arc of a successful text should always return the world of the story (and the reader or viewer) to order.

Debate this idea through a consideration of **at least one narrative** you have studied.

Activity 10 - Style

Over to you...

Let's think about "Meet the Superhumans" again.

1. Describe the style of the film.
2. Identify the key stylistic elements that contribute to its style.



Over to you...

“We’re the Superhumans”.

1. The **style** of this film is...
2. The **key stylistic elements** that contribute to its style are...



When style changes...

1. Compare the film styles.
2. How does the difference reflect a change in context purpose or audience?

