ECU Revision Seminar 2024

ATAR English

Student Workbook

The Big Six

Context

Audience

Purpose

Genre

Representation

Conventions

Activity 1 – 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 2 – 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 the text.

➢ What **perspective** is offered by the text?

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

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➢ What different **responses** could **audiences** have? What **perspectives** inform these different responses?

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➢ What **values** are supported by the text?

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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 5 – Voice

➢ Describe the **voice** constructed to **represent** a particular group.

➢ Identify the key visual and audible **features** used to promote this **voice**.

Visual	Audible

➢ Explain the relationship between **context**, **voice** and **attitudes** in this text.

Activity 6 – Voice

Use the text (or a text of your choice) to respond to the following questions:
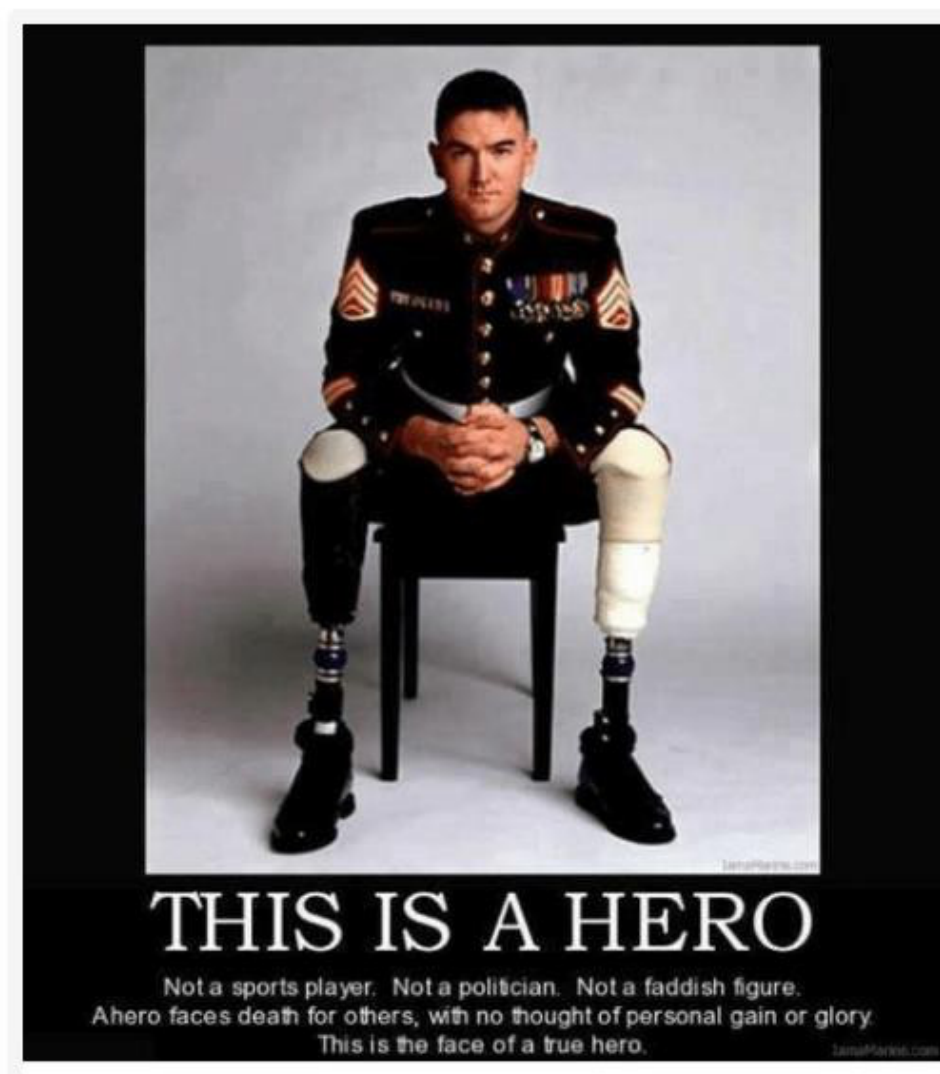
➢ Which **voice/s** are foregrounded?

➢ 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 **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:

Voice (Written)	Voice (Visual)

Analysis:

Activity 8 – Comprehending Questions

> Identify the **WHAT** and **HOW** of each question.

> 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 Text 1.

4. Compare the representations of soldiers in Text 1 and Text 2.

5. Explain how Text 2 challenges particular views about those who seek asylum in Australia.

6. Compare how Text 1 and Text 2 effectively convince their audience about the need to regulate the use of A.I in secondary schools.

Activity 9 – Deconstructing Questions

- ➢ Identify **command, concept, condition** and **critical** words in the question.

- ➢ Decide which questions engage with the same concept/task but have subtle differences.

- ➢ Look for limiters and modifiers to determine what is really important in the question.

Question 1
Show how at least one text reveals that the values of individuals are shaped by their circumstances.

Question 2
Compare how two texts of different genres respond to the concerns of the same time period.

Question 3
Explore how different perspectives on a controversy have been represented in at least one text.

Question 4
Discuss how voice has been crafted to reveal an inner or hidden conflict in at least one text.

Question 5
How have language or structural innovations been used to unsettle an audience in at least one text?

Question 6
Compare how two texts of different modes use textual features to represent a similar idea or theme.

Activity 9 – Deconstructing Questions

Question 7
Explore how voice within at least one text reflects the values and attitudes of a particular context.

Question 8
With reference to at least one text, discuss the stylistic choices made by a creator in constructing a text within a particular genre.

Question 9
Show how your knowledge of a text's context shaped your understanding of a perspective it communicated.

Question 10
Discuss how a text engages with issues or ideas significant within its context.

Question 11
Critically appraise how the conventions used in one text influence audience responses.

Question 12
Analyse how the use of voice or narrative point of view affected the representation of attitudes in one text.

Question 13
Compare how two texts created in different modes use language features to invite empathy for a particular individual or group.

Activity 9 – Deconstructing Questions

Question 14
Discuss how your awareness of the omissions and/or marginalisations within a text shaped your response to its perspective(s).

Question 15
With reference to at least one text, discuss why a text created in one context may resonate with an audience in another context.

Question 16
Show how analysing voice in at least one text led you to question the assumptions and/or values it communicated.

Question 17
Explain how at least one text conforms to generic conventions while still challenging its audience.

Question 18
Compare two texts of the same genre to show how they are stylistically different.

Question 19
Discuss the significance of mode in communicating a perspective in at least one text.

Question 20
Compare the effects of two texts either meeting or not meeting your expectations of their genre.

Activity 9 – Deconstructing Questions

Question 21
Evaluate how your context shaped your response to at least one text.

Question 22
Compare how at least two texts use different styles to captivate or surprise you.

Question 23
By comparing the use of generic conventions in two texts, explore how a genre has evolved over time.

Question 24
Discuss how a text extended your understanding of its genre by incorporating or manipulating conventions in ways you did not expect.

Question 25
Analyse how different attitudes or perspectives are communicated through the construction of voices in one text.

Question 26
Compare how two texts' treatment of a similar theme, issue or idea was shaped by their contexts.

Question 27
Evaluate how the perspective in a text was offered through the selection of language features that generate controversy.

Activity 10 - Style

➢ Let's think about our text again.

1. Describe the style of the text.

2. Identify the key stylistic elements that contribute to this.

➢ Now write your ideas analytically.

1. The style of this film is...

2. The key elements that contribute to its style are...

Activity 11 - Style

1. Compare the film **styles.**

2. How does the difference reflect a change in **context**, **purpose** or **audience**?

Activity 12 – Composing Imaginative Texts

Activity 13 – Composing Persuasive Texts

Activity 13 – Composing Persuasive Texts

Activity 14 – Composing Interpretive Texts