

COMPREHENSION SECTION



SECTION ONE: Comprehending

(30 marks)

Structure of the section-

- In this section you will be *given 2*
- These texts may be **written** (for example: an extract of a short story, novel, article or speech) and/or **visual** (for example: a film poster, advertisement, photograph or a magazine/novel/comic cover)
- Your response will be 2 short answer paragraphs. Remember that paragraph structure is important!
- Remember that is important that you aim to use evidence from the given texts to support your ideas.
- You should aim to write 200- 300 words for each question.
- Suggested working time for this section is 60 minutes.

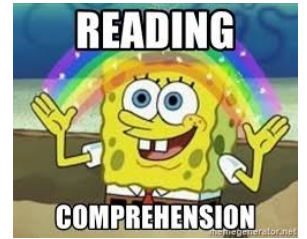
What is being tested-

- In this section you need to demonstrate your *understanding* of the texts
- You may also be asked to identify the conventions/techniques that the texts use.

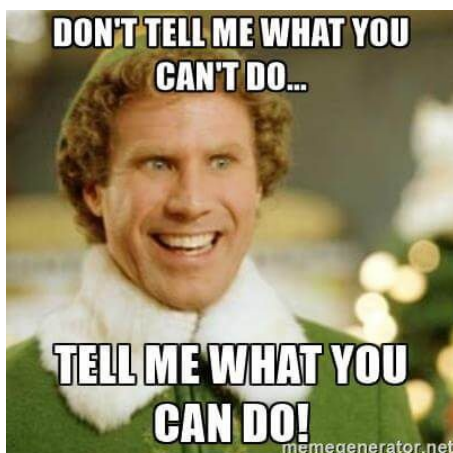
Narrative Conventions	Persuasive Techniques	Visual Techniques
<ul style="list-style-type: none">• Setting• Characterisation• Point of View• Narrative structure• Symbolism• Language	<ul style="list-style-type: none">• Inclusive language• Emotive language• Repetition• Signposts• Metaphors• Imagery• Anecdotes	<ul style="list-style-type: none">• Body Language• Facial Expressions• Setting• Gaze• Clothing• Camera shots and angles• Written text

- You may also be asked to make a comparison between two texts.
- Remember that is important that you aim to use evidence from the given texts to support your ideas
- Other concepts that you may be asked to write about in relation to the given texts include:
 - o The attitudes and/or values conveyed in a text
 - o The response that a reader/viewer is encouraged to have towards a text
 - o The voices or perspectives presented in a text
 - o The tone and style of a text
 - o The representation of ideas presented in a text
 - o The impact of the structure and/ or language of a text.

Tips for the comprehension section




- ★ Make sure that you read the questions **before** analysing the given texts
- ★ You will be given contextual information about the texts – pay attention to this as it will give you a better understanding of what the text is about
- ★ DON'T PANIC – remember that you are only constructing 2 paragraphs per response so in reality only need to identify 4 techniques AT THE MOST
- ★ **PLAN your** response! This will ensure that your analysis/ argument is consistent and will also mean that you won't forget what you were going to say ... it will relieve stress I PROMISE.
- ★ Make sure that you use SPECIFIC EVIDENCE from the texts – quote where you can.
- ★ Work on integrating your quotes in a seamless way
- ★ As part of your study (YES STUDY) for English, make sure that you revise the following techniques and conventions:
 - Narrative
 - Persuasive
 - Visual



PERSUASIVE TECHNIQUES

Persuasive language techniques are used by authors to convince readers of their point of view, and to sway them to their point of view. Authors vary their persuasive techniques based upon audience, writing genre, and their own motives. Any language technique can be persuasive if used in different ways, but below are listed many of the persuasive techniques used by writers

Technique	Definition	Examples
Adjective	Describing words which can add emphasis to a statement.	So many people today believe the ridiculous notion that you don't have to exercise.
Appeals	An appeal involves calling upon a particular principle or quality, such as: <ul style="list-style-type: none"> - Desire - Emotions - Fears - Pride 	As an Australian , I think that everyone should have a fair go .
Alliteration & Assonance	Alliteration involves repetition of initial consonant sounds, and assonance is the repetition of vowel sounds. These add emphasis to words or important points in order to make it more memorable.	Alliteration: Peter Piper picked a peck of pickled peppers. Assonance: The rumbling thunder of seas.
Analogy & Simile	Analogies and similes are the likening of one thing with another in order to drive home a point or help readers see a connection.	Analogy: The deep wells of her eyes. Simile: Her eyes were like deep wells .
Attacks	Directly attacking or insulting views which oppose your own can weaken them and make them seem less than yours.	Anyone who thinks that TV is a good substitute for books should try wearing a blindfold. It's basically the same idea.
Cause & Effect	Suggesting that opposing viewpoints or arguments could cause undesired effects, even though the actions and results may be unrelated.	Obviously our new teacher sucks – she gave me a C+ when our old one gave me an A!
Colloquial Language	Informal, casual or local language used everyday which can help the audience identify with the author. This can include common phrases and clichés.	If you think that, then you're a bunch of half wits [a group of idiots].
Connotations	An idea or feeling which a word invokes for a person in addition to its literal meaning.	Childlike [immature] vs. youthful [lively and energetic]
Evidence	Quotes, statistics or other definitive information used to prove a point.	After all, Einstein used to say "if you can't explain it to a 6 year old, you don't understand it yourself."
Formal Language	Avoiding colloquial language to seem more professional or intellectual.	If you think that, then you will need to reconsider your position.
Generalisations	Speaking broadly and avoiding specifics to create a purposefully blurred image of an argument or idea, or using a small amount of evidence to support a wider claim.	I saw a few teenagers shoplifting the other day. Honestly, this entire generation is doomed.
Humour	Humour can be used to make the author seem more likeable or to keep the reader entertained.	Most health bloggers want to perfect their articles, but we all know most of their time is spent perfecting their Instagram accounts.
Hyperbole	Extreme exaggeration of a trait or argument to <ul style="list-style-type: none"> a) Highlight holes in the argument b) Present an extreme version of events 	If we agree to remove regulation on gun control, soon enough my 3-year-old will be able to own one!
Images	Images can help a writer convey large amounts of information in a small space. Comics or graphics can be particularly helpful, as they often contain text.	 <p>Most scientists regarded the new streamlined peer-review process as "quite an improvement."</p> <p>Retrieved 10/02/16 from: http://www.stillpointcoaching.com/services/writing-editing-services/</p>
Imagery & Figurative Language	Helping the reader to creatively imagine the outcome of an argument so as to better understand the situation and the consequences.	
Inclusive & Exclusive language	By using inclusive language, the reader is positioned alongside the writer. The sense of 'other' is created by exclusive language.	I think we all know what's going on here. They just don't want to admit it!
Jargon	Jargon, or technical language, suggests expert knowledge or high levels of intelligence. If the author is perceived as an expert in their field, the reader is more likely to believe them. These are specific terms that are individual to expertise areas.	Your objection would be overruled (legal jargon)
Repetition	Repetition drives home arguments or major points the author wishes the reader to remember.	We need to take action now . We need to move forward now . If we don't, nothing will change. Our now is yesterday's someday.
Rhetorical Questions	Rhetorical questions allow the author to prompt the reader to come to their own conclusions. The reader then believes that they have made these decisions themselves	After all, isn't it nice to know your kids are safe?

Content

Places

- Generic (beach, the outback, mountains)
- Specific (Paris, the Taj Mahal)

People

- Occupations
- Nationality/ ethnicity
- Clothing or Costume
- Physical appearance

Compositional aspects of how people posed/positioned

- Body language
- Facial expression
- Gaze and bodily orientation
- Posture
- Gestures
- Proximity

Technical construction

Viewer perspective

- Viewing angle
- Viewing distance
- Framing
- Focus

Composition

- Foregrounding and backgrounding
- Centring and marginalisation
- Juxtaposition

Lighting / shading

What are other visual techniques you learned in Year 10?



Have a STRATEGY:

Conquering comprehension

To be successful in the Comprehension Section, it is really important that you have a strategy in place about how you will approach it. Today we will work through some steps that will help you think about developing your own process to tackle this section.

The question I will be answering is:

The text that I will focus on is:

STEP ONE – FRAME THE TEXT



Read the contextual information that is given to you. What do you know or expect about the text's context, creator or form?

STEP TWO – INITIAL IMPRESSIONS

Complete a surface level reading. What is the text about?



STEP THREE – SELECT AN ANALYTICAL FOCUS

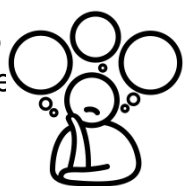
Using the question as a guide, decide on the focus and purpose of your analysis. What key concepts do you need to focus on and what do you understand about these?

STEP FOUR – RE-READ AND ANNOTATE

Re-read the text with your analytical focus in mind. Annotate and make notes.

STEP FIVE – CONSIDER THE EFFECTS OF TEXTUAL FEATURES

Examine your annotations, what are the effects of the textual features that you have identified.



EXAMPLE	TEXTUAL FEATURE (eg. Aspect of construction)	EFFECT (eg. Mood)

STEP SIX – DEVELOP AN INTERPRETATION AND PLAN YOUR RESPONSE.

Remember that you are expected to write 200-300 words, which is roughly two paragraphs and equivalent to one page.



PARAGRAPH ONE	
Topic sentence:	
Example one	Textual feature/ Effect (eg. Construction & mood)
Example two	Textual feature/ Effect

PARAGRAPH TWO	
Topic sentence:	
Example one	Textual feature/ Effect (eg. Construction & mood)
Example two	Textual feature/ Effect

Some Questions to ask for TEXTUAL ANALYSIS



COMPREHENSION PRACTISE

Now it's time to apply the Strategy to some practice texts.

FOR All 4 texts in your paper notebook or computer

- 1) Read the text and question
- 2) Follow and take notes on Steps 1-5 of the Strategy—you can download the actual PDF or create your own version



- 3) Talk with your facilitator and peers about your notes, if you have them, to clarify your understanding and questions.



For only 2 of the texts

- 4) Then do Step 6: Write and submit 2 of your answers as an **ASSIGNMENT**.

TEXT ONE

Explain how visual elements in TEXT 1 position the viewer to respond to the issue of cyberbullying.

TEXT ONE: The following image is from UNICEF's 2015 'One Shot is Enough' advertising campaign. The text in the bottom left corner reads:

Cyberbullying represents one of the main causes of depression and suicide among kids at school. If you have a smartphone use it wisely, don't kill anyone's self-esteem.



TEXT TWO

Discuss how your belief(s) about gender or parenthood are reinforced and/or challenged through text three.

Text TWO is a print advertisement from 2015 encouraging Australians to become foster parents.



This is what a
FOSTER PARENT
looks like

Nick, 35 | Graphic Designer
Married | One child...

...A big softy

*it's not what you are
it's who you are that matters*

fosterparenting.org.au

 ozchild

TEXT THREE

Explain how language features and structure affect your interpretation of Text 3.

Text 3 is the opening of Dave Ritter's essay, "The Man Without a Face". It was published in Griffith Review 47: Looking West in February 2015.

Before I was born, my family arrived in Western Australia from Europe and moved into a ramshackle brick house on three-plus acres in Kelmscott, then a semi-rural locality on the outskirts of Perth. The property featured an orchard that ran down to a wide stream, a minor tributary of the Canning River. The creek – which my family always called 'the river' – was full of life when they arrived, including local species of fresh water catfish, colourful pygmy perch, various kinds of molluscs and a range of crustaceans, of which the most marvellous was an abundance of that mighty crayfish endemic to south-western Australia, the marron. The river was my father's delight. He would clamber among the rocks, burning off and clearing brambles when necessary, and would often end up with his white vest, shorts and gumboots generously daubed with the rich, aromatic mud from the shallow pools beneath the paperbarks. Until his last years, Dad would recall his instant love of the river – an affection that deepened when he noticed big marron clambering across submerged stones and logs in broad daylight. Once they'd settled in the house, my family would periodically fish a plate of marron out of the river for a meal of imperial quality over which my father, once a frightened and penniless refugee, would preside over contentedly, extolling the beneficent wealth of his adopted state.

Then one day a stranger came, driving his vehicle close to the river on the opposite bank. It was over in a matter of days. Using a spear and swimming with goggles where the water was deep enough, he took out marron by the sackful in a carnage that was efficient and final. The stock was devastated and never recovered. The few marron that survived to be caught in my lifetime were treated with solemnity and returned to the water, in the hopes of supporting the recovery of the species. It didn't happen. I never shared marron with my Dad – they had simply become too precious to eat. The devastation occurred before I was born, but conceit of mind has conspired to stalk me with a persistent night terror of those events. In my recurring dream the man with the spear has no face, the sacks are always full and I cannot console my father.

Pulling it all together.

Now, prior to Task 1, you should do an Assignment:

- 1) Complete a timed response to the TASK 1 Practice texts**
- 2) Compare your responses to the provided “Good Answers”/exemplars**
- 3) Talk with your facilitator and peers about questions, ideas, etc.**