



## **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:**

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**The text that I will focus on is:**

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### **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

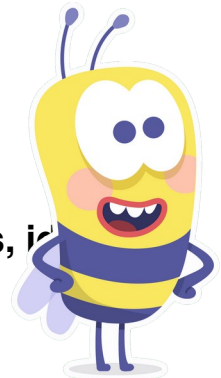
Now it's time to apply the Strategy to some practice texts.

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, 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.

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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.



The advertisement features a photograph of a man with dark hair, a beard, and several tattoos (including a large one on his shoulder and neck) kissing a young child on the cheek. The background is a light teal color. Text elements include:

- Top right: "This is what a **FOSTER PARENT** looks like" with a stylized orange and purple 'f' logo.
- Middle right: "Nick, 35 | Graphic Designer  
Married | One child..."
- Bottom right: "...A big softy" in a large, white, italicized font.
- Bottom left: "it's not what you are  
it's who you are that matters" in a small, white, italicized font.
- Bottom center: "fosterparenting.org.au" in a white, sans-serif font.
- Bottom right: "ozchild" logo with a sun icon.

## 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.**