

## Responding Practice Question 15

Show how your response to a studied text's central ideas has been shaped by its inclusions and/or emphases.

### HANDY HINT

You are essentially being asked to consider the creator's selection of detail in a text. Consider the specific content the creator/s have chosen to include and/or emphasise as important.

### ACTIVITIES

#### 10-minute activity

- a Locate the syllabus bullet point that Responding Practice Question 15 corresponds to and write it in full in the space below.

\_\_\_\_\_

\_\_\_\_\_

- b Now record definitions for the following terms in this syllabus point.

inclusions: \_\_\_\_\_

\_\_\_\_\_

emphases: \_\_\_\_\_

\_\_\_\_\_

omissions: \_\_\_\_\_

\_\_\_\_\_

marginalisations: \_\_\_\_\_

\_\_\_\_\_

#### 20-minute activity

Create a marking guide for Responding Practice Question 15. Use the example provided on pages 95–6 as a model.

#### 60-minute activity

With reference to one of your studied texts, write a full analytical response to Responding Practice Question 15. Your response should demonstrate your critical thinking skills.

# Composing Practice

## CHAPTER 4

This chapter addresses the demands of Section Three of the examination. It includes 15 different questions that provide opportunities to practise writing a range of texts in imaginative, interpretive and persuasive forms. In keeping with the style of previous Composing sections from past ATAR exams, some of the questions provided here include stimulus material in the form of visual prompts or quotes. A working time of 60 minutes is recommended for each of these practice questions, reflecting the demands of Section Three of the exam. In addition to these 15 Composing section practice questions, this chapter includes the following.

- A 10-minute activity accompanying each practice question provides scaffolded support to help decode the questions effectively and to plan responses to the questions.
- A 20-minute activity accompanying each practice question generally provides an opportunity to consider the question more closely, to produce a detailed plan and to write and/or reflect on part of a response, such as its exposition or its first page. Tasks provide guidance about how to effectively reflect a sense of audience, purpose and context within responses, as well as how to demonstrate a deep understanding of form and genre.
- Brief 'handy hints' accompany some of the questions that might present particular pitfalls; the hints will help you to properly deconstruct the questions so that you are able to respond to them appropriately.

## WHAT TO EXPECT IN SECTION THREE

This is what you can expect to encounter in the Composing section.

- The questions will be designed to assess your understanding of syllabus concepts such as voice, genre or perspective, through their practical application within your response.

- You will almost certainly encounter questions that are different from those that you have addressed in class assessments. It is highly improbable that a piece of writing you have previously used or prepared will provide an adequate response to the new questions you will face in the exam.
- You will, however, be able to use the writing approaches that may have given you successful results before, such as control of language, structure and style appropriate to form. Work on the ability to adapt your writing skills to a wide range of questions and prompts.
- You will need to make decisions about which question to select and what form to use in your response. Although many candidates enter the examination with some sense of their strengths in terms of composing imaginative, interpretive or persuasive text types, there are still many forms available within each of these categories. For example, a persuasive text could take the form of a speech, a debate, an open letter, an opinion piece and so on.
- You will likely be given an opportunity to draw on your own experiences and/or knowledge of the world to create an original piece of writing.

## TYPES OF QUESTIONS IN SECTION THREE

In this section you are required to compose a text in response to one out of a possible four or five questions. The Composing section questions often take the form of a stimulus prompt, topic or instruction. You may be asked to create a piece of writing that responds to an image or instruction, or which integrates or explores the ideas within a quote. Through a command word, the questions will direct you to respond in either an imaginative, interpretive or persuasive form. Sometimes you are permitted to make your own decision, as indicated by the phrase 'in a form of your choice'. Composing section questions usually feature one or more syllabus concept words and phrases. As in the other sections, the Composing section questions are likely to include condition and critical words, explained on page 2.

### *Example Responding Question*

**Craft an imaginative text in which contrasting values are represented as the cause of conflict.**

The most important considerations for the types of questions in this section are:

- recognising whether your response to a question needs to take an imaginative, interpretative or persuasive form, or a form of your own choice from among these options
- developing a good understanding of the specific forms that are accepted in these text categories, including the conventions they may use
- being able to correctly identify the specific syllabus concepts being assessed
- recognising the nuanced meanings of command, condition and critical words that may be designed to help differentiate between ineffective, effective and highly effective responses.

Given that the questions in this section are designed to help you demonstrate your writing skills, it is well worth practising the use of literary devices such as sensory imagery, figurative language and rhetoric. Learn how to confidently construct tone and voice, as well as how to structure various text forms.

The types of questions included in this section may require you to:

- understand the distinguishing features of imaginative, interpretive and persuasive text types
- demonstrate control of the specific generic conventions and the techniques associated with particular text forms, genres or styles of writing
- draw or reflect on your personal context, experiences, attitudes, values and perspectives
- use vocabulary, syntax, tone and punctuation in both conventional and potentially innovative ways for effect
- consider the relationship between syllabus concepts
- create two texts in response to the same question
- construct a particular voice, tone and style in your writing
- develop ideas for texts that are engaging, original or creative.

## TOP TIPS FOR SECTION THREE

There are numerous strategies that can help you to improve your performance in Section Three of the examination. The tips outlined below include some advice for achieving success in this section.

- Select your question carefully, ensuring that you have identified and understood the syllabus concept/s it requires you to address. Base your decision on which question will best allow you to capitalise on your personal strengths; for example, some candidates feel greater confidence writing in persuasive forms than imaginative, and vice versa. Consider the forms you have previously produced successfully. *All* questions have a possible 30 marks available; no single question or form of response is privileged or preferred over another.
- Deconstruct the selected question carefully. Identify its command, concept, condition and critical words. Some candidates find it helpful to think of synonyms for some of the words in the question.
- Plan! This process is critical in terms of focusing your thoughts and providing you with a clear framework. A plan could include a plot diagram or a few dot points related to the intended audience, context, purpose, genre and/or form of your response.
- Make sure your response engages with all parts of the question or prompt. You could create a fabulous piece of writing, but unless it engages adequately with the question then you will not be able to achieve strong results.
- Structure your response appropriately, in a way suited to its form. This will often mean its physical appearance will be quite unlike your Responding analytical essay, with much more varied and flexible paragraphing.
- Use a title, and possibly a subtitle, to orientate the reader. These features are not only conventions of many forms of writing, they can also assist you to effectively indicate the genre, form, audience, purpose, subject matter and context of your piece.
- Demonstrate originality and embrace your own context and experiences as valid and authentic sources of inspiration.
- Aspects such as written expression and fluency are very important in this section. So, too, is the use of language that is typical of the form you are writing in. Show how you can use language for emotive, rhetorical or other effects.

## PRACTICE QUESTIONS AND ACTIVITIES

This section contains a variety of practice questions and activities to develop your skills.

### *Composing Practice Question 1*

Compose an imaginative text that explores the reason for the journey taken by the characters in this image.



### *10-minute activity*

Brainstorm three suitable titles for an imaginative response to Composing Practice Question 1. You might also like to include a subtitle for each.

Title 1: \_\_\_\_\_

Title 2: \_\_\_\_\_

Title 3: \_\_\_\_\_

### *20-minute activity*

- Take 15 minutes to craft the opening page of an imaginative response to Composing Practice Question 1. Ensure that you start with a title!
- Compare the opening of your response with the Sample Marking Guide provided on pages 96–7.

### *60-minute activity*

Write a complete response to Composing Practice Question 1. Your response should demonstrate your writing skills in a form appropriate to a specific audience, purpose and context.

Composing Practice Question 2

Create a text that interprets a real historical event from the perspective of someone who experienced it firsthand.

HANDY HINT

Although the question doesn't use the specific words 'interpretive text', it can be assumed that a response should take this form, due to the requirement that the text 'interprets' a real historical event.

ACTIVITIES

10-minute activity

In the space below, compile a list of historical events you could use as inspiration for creating an interpretive text in response to Composing Practice Question 2.

Event 1: \_\_\_\_\_

Event 2: \_\_\_\_\_

Event 3: \_\_\_\_\_

Event 4: \_\_\_\_\_

Event 5: \_\_\_\_\_

20-minute activity

Make notes under the following headings to plan a response to Composing Practice Question 2.

- historical event
- key facts known about the event
- identity of a selected person who experienced the event (name/role/profession etc.)
- viewpoint of the selected person related to the event
- contextual influences shaping the viewpoint of the selected person
- possible techniques used to interpret the event through the selected person's perspective (e.g. voice, type of language used, tone)

60-minute activity

Write a complete response to Composing Practice Question 2. Your response should demonstrate your writing skills in a form appropriate to a specific audience, purpose and context.

Composing Practice Question 3

'We who have means and a voice must use them to help those who have neither. Yet how can we help them if we don't even know about them?'

Create a persuasive text that explores the idea expressed in this quote.

ACTIVITIES

10-minute activity

In the space below, compile a list of rhetorical devices and techniques you could use in a persuasive text that responds to Composing Practice Question 3.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

20-minute activity

In the spaces below, draft a plan for a persuasive text that responds to Composing Practice Question 3.

Form of persuasive text (e.g. speech, opinion piece):	Target audience:	Context of situation (where and when would the text be read/received?):
Conventions of form:	Specific purpose of text:	Who are the 'we' and 'them' in the prompt?

60-minute activity

Write a complete response to Composing Practice Question 3. Your response should demonstrate your writing skills in a form appropriate to a specific audience, purpose and context.

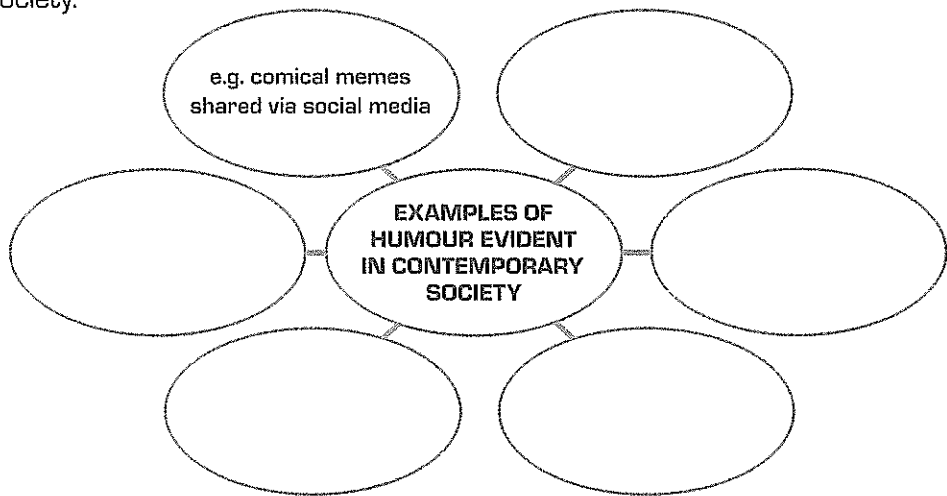
Composing Practice Question 4

In a form of your choice, create a text that explores the role of humour in contemporary society.

ACTIVITIES

10-minute activity

Start planning your response to Composing Practice Question 4 in the diagram below, by noting forms in which humour is expressed in contemporary society.



20-minute activity

a In the table below, list a range of ideas for each text type in response to Composing Practice Question 4.

Imaginative text ideas	Interpretive text ideas	Persuasive text ideas

b Now select one of these ideas and write the opening of a text.

60-minute activity

Write a complete response to Composing Practice Question 4. Your response should demonstrate your writing skills in a form appropriate to a specific audience, purpose and context.

Composing Practice Question 5

Craft an imaginative text in a particular genre which uses the following sentence as its opening line:

*It was hardly worth looking back now, but she directed a cursory glance over her shoulder anyway, just to make sure.*

ACTIVITIES

10-minute activity

In the space below, make a list of conventions and techniques associated with imaginative forms of writing. Consider grouping the conventions and techniques under separate headings that indicate the specific genre they are associated with.

20-minute activity

- a Spend 10 minutes writing the opening to an imaginative text in response to Composing Practice Question 5.
- b Use an additional five minutes to highlight **one** of the following elements in your response:

▣ adjectives

▣ verbs

▣ adverbs
- c Now spend another five minutes substituting these highlighted words with more interesting or precise choices. You might find it helpful to use a dictionary or a thesaurus.

60-minute activity

Write a complete response to Composing Practice Question 5. Your response should demonstrate your writing skills in a form appropriate to a specific audience, purpose and context.



Composing Practice Question 6

Compose an interpretive text that engages with an idea represented by this image.



ACTIVITIES

10-minute activity

Summarise two different ideas represented in the image, using complete sentences.

1 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
2 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

20-minute activity

Produce a marking guide to accompany Composing Practice Question 6. Use the example provided on pages 96–7 as a model.

60-minute activity

Write a complete response to Composing Practice Question 6. Your response should demonstrate your writing skills in a form appropriate to a specific audience, purpose and context.

Composing Practice Question 7

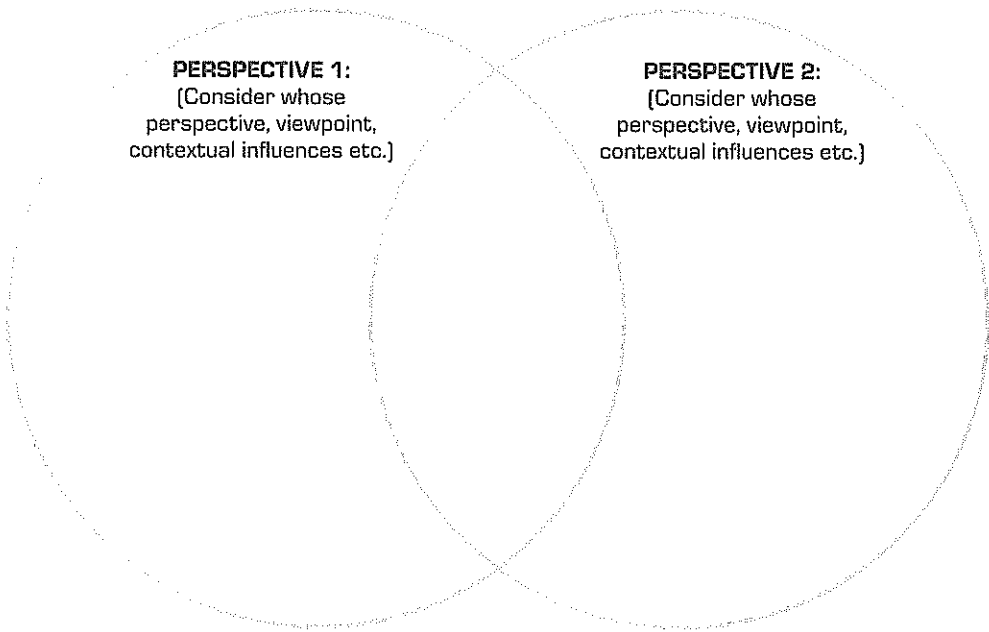
Compose **two** persuasive texts that present contrasting perspectives on the same moment of controversy.

HANDY HINT

The critical word 'moment' indicates that the focus should be on a very limited duration of time, even though the controversy generated may be prolonged. Examples could include an event, a comment or a decision, or an action deemed to be polarising and therefore 'controversial'.

10-minute activity

Complete the following Venn diagram to plan a response to Composing Practice Question 7. Choose a controversy you are familiar with.



20-minute activity

Select a moment of controversy, and find at least two pieces of evidence online that highlight the controversial nature of the moment and the contrasting viewpoints it has generated. Evidence could include a letter to the editor, an opinion piece, a satirical cartoon, a persuasive speech or a review.

60-minute activity

Write a complete response to Composing Practice Question 7. Your response should demonstrate your writing skills in a form appropriate to a specific audience, purpose and context.

ACTIVITIES

Composing Practice Question 8

In a form of your choice, create a text that seeks to question a common societal assumption.

HANDY HINT

The assumption selected should be one that is common or prevalent in a particular society or social group. Provide evidence to support the contention that the assumption is a 'common' one.

ACTIVITIES

10-minute activity

In the space below, compile a list of assumptions. These could be the assumptions in your studied texts, assumptions you observe broadly in society, or the assumptions associated with certain groups or cultural contexts. An example has been given for you.

- Working hard will lead to success.
- 
- 
- 
- 
- 

20-minute activity

Use Composing Practice Question 8 as the stimulus for a class or study group discussion about the concept of 'assumptions'. During the discussion:

- identify the assumptions that underpin your studied text/s
- explain one of your own assumptions and whether you believe it is widespread, or 'common' in society
- compile a list of ideas for each possible text type in response to Composing Practice Question 8.

60-minute activity

Write a complete response to Composing Practice Question 8. Your response should demonstrate your writing skills in a form appropriate to a specific audience, purpose and context.

Composing Practice Question 9

Craft an imaginative text of a specific genre that begins and ends in this setting.



10-minute activity

Describe this setting using each of the following types of sensory imagery. Write one sentence for each.

Visual (sight): \_\_\_\_\_

Olfactory (smell): \_\_\_\_\_

Tactile (touch): \_\_\_\_\_

Auditory (sound): \_\_\_\_\_

Kinaesthetic (movement): \_\_\_\_\_

Gustatory (taste): \_\_\_\_\_

Organic (emotion/personal experiences e.g. nostalgia, pain, thirst): \_\_\_\_\_

Thermal (temperature): \_\_\_\_\_

20-minute activity

Using the various types of sensory imagery listed above, create the exposition to an imaginative text that responds to Composing Practice Question 9.

60-minute activity

Write a complete response to Composing Practice Question 9. Your response should demonstrate your writing skills in a form appropriate to a specific audience, purpose and context.

Composing Practice Question 10

Create an interpretive text in which you reflect closely on an event that has contributed to one of your personal values.

**HANDY HINT** Values are different from attitudes. Locate the definitions of both 'values' and 'attitudes' if necessary.

10-minute activity

Compile a list of 10 personal values, then rank them from most important (1) to least important (10) to you.

20-minute activity

Answer the following questions in full sentences.

- a What are your three most important personal values?
- b Which aspects of your personal context have contributed to these values? Consider your age, gender, experiences, upbringing, peer group, cultural identity etc.
- c Explain how one of these values has been either strengthened or challenged by one of your experiences.
- d Compare your current values with those you prioritised five years ago, considering whether they have changed or remained the same. Explain why you think this is.
- e Explain why you think someone else may have different personal values from you.

60-minute activity

Write a complete response to Composing Practice Question 10. Your response should demonstrate your writing skills in a form appropriate to a specific audience, purpose and context.



Composing Practice Question 11

Create a sustained persuasive argument which either supports or challenges the idea embedded in the following statement:

“Nothing is so painful to the human mind as a great and sudden change.”

ACTIVITIES

10-minute activity

- a In the space below, define the term ‘sustained’.
- b List some forms of writing that could allow you to create a sustained persuasive argument.
- c Select one of these forms and make a list of conventions and techniques typical of this form.

20-minute activity

- a Re-create the table below and use it to brainstorm the arguments for and against the statement in Composing Practice Question 11. Consider a specific issue, topic or event that you could connect to the statement.

“Nothing is so painful to the human mind as a great and sudden change.”	
FOR (supports idea)	AGAINST (challenges idea)

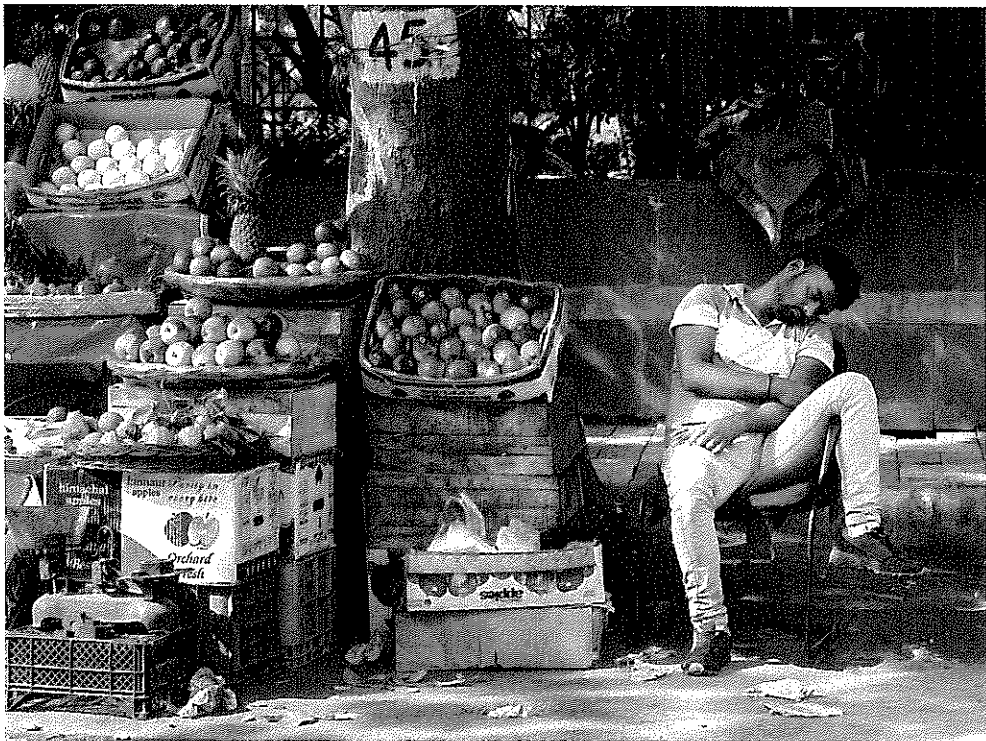
- b Now use the points identified as a stimulus for a class debate or discussion.

60-minute activity

Write a complete response to Composing Practice Question 11. Your response should demonstrate your writing skills in a form appropriate to a specific audience, purpose and context.

Composing Practice Question 12

In a form of your choice, compose a text that explores an idea created by your interpretation of this scene.



10-minute activity

Annotate the text, thinking about the numerous ideas it generates. Select one of these ideas and write it in the space below as a full sentence.

20-minute activity

Craft the opening page of a response to Composing Question 12.

60-minute activity

Write a complete response to Composing Practice Question 12. Your response should demonstrate your writing skills in a form appropriate to a specific audience, purpose and context.

ACTIVITIES

Composing Practice Question 13

Compose an imaginative text in which the voice of its central character evokes empathy from readers.

ACTIVITIES

10-minute activity

a Record definitions for the following terms in the space provided below.

Sympathy: \_\_\_\_\_

Empathy: \_\_\_\_\_

b Now write a sentence explaining the difference between sympathy and empathy in your own words.

\_\_\_\_\_  
\_\_\_\_\_

20-minute activity

a Re-create the table below and add definitions of the common structural techniques used in imaginative texts.

Structural technique	Definition
Flashback	
Foreshadowing	
Unexpected twist	
Circular narrative	
Language patterns	
Recurring symbol or motif	

b Now identify which of these techniques have been used in one of your studied imaginative texts and record a specific example of each.

60-minute activity

Write a complete response to Composing Practice Question 13. Your response should demonstrate your writing skills in a form appropriate to a specific audience, purpose and context.

Composing Practice Question 14

Use the following quotation as a headline or title for an interpretive text:

“We can’t blame the technology, when we make the mistakes.”

HANDY HINT

Remember that the main purpose of an interpretive text is to explain and interpret the subject matter rather than persuade an audience to accept the viewpoint proposed.

10-minute activity

Using Composing Practice Question 14, think of three possible approaches you could take in an interpretive text that uses the quotation as a headline or title. It might be useful to focus on a specific aspect or example of technology.

Approach 1: \_\_\_\_\_

Approach 2: \_\_\_\_\_

Approach 3: \_\_\_\_\_

20-minute activity

Create an opening to your interpretive text that includes one of the following techniques:

- an engaging anecdote
- a humorous tale
- a case study or example
- evidence from a research study
- an interesting fact or statistic
- an expert opinion

60-minute activity

Write a complete response to Composing Practice Question 14. Your response should demonstrate your writing skills in a form appropriate to a specific audience, purpose and context.

ACTIVITIES

Composing Practice Question 15

Compose two persuasive texts that present contrasting viewpoints on the same issue.

ACTIVITIES

10-minute activity

Plan the following aspects (the GAPPS) of your two responses to Composing Practice Question 15.

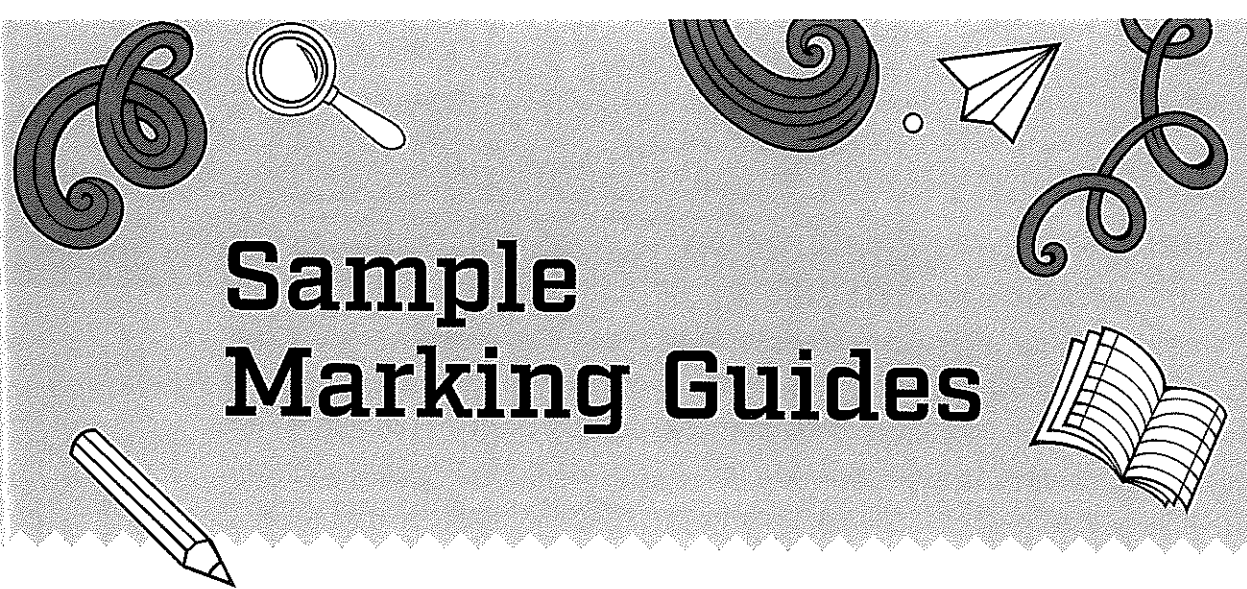
GAPPS	Explanation	Text 1	Text 2
Genre	Which genre or form will you write each text in?		
Audience	Who is the specific audience for your text?		
Purpose	What is the primary purpose of your text?		
Persona	What credible persona will you adopt to write the text?		
Situational context	Where and when, exactly, would the text be received?		

20-minute activity

- a Complete the 10-minute activity above.
- b Now create a title for, and the opening lines of, a text that seeks to orient the reader or marker, by filling in these GAPPS.
- c Using a different colour for each aspect, highlight where you have revealed the genre or form, audience, purpose, persona and situational context of your text in its title or its first few lines.

60-minute activity

Write a complete response to Composing Practice Question 15. Your response should demonstrate your writing skills in a form appropriate to a specific audience, purpose and context.



Sample Marking Guides

CHAPTER 5

This chapter contains holistic marking guides for responses to sample questions for each of the three sections of the examination. The marking guides indicate the qualities of effective responses. In addition to these guides, it is strongly recommended that you familiarise yourself with the marking keys applied to past ATAR examinations (available on the SCSA website). These offer useful summaries of the principles and criteria relevant to each exam section.

SECTION ONE: COMPREHENDING

This Sample Marking Guide provides examples of what a response to Comprehending Practice Question 1 (page 15; Text 1 begins on page 14) could include and be rewarded for. Emphasis is placed on the effectiveness of the response in terms of demonstrating comprehension and analytical skills. This marking guide should not be considered an exhaustive list; other insightful comments about the text may also be evident in responses.

Comprehending Practice Question 1 (10 marks)

Analyse the relationship between setting and character in Text 1.

Structure and written expression

- A key discriminator is the extent to which the candidate’s response is expressed in a clear, concise and logically organised manner.
- Stronger responses will present insightful comments fluently and succinctly in approximately 200–300 words.
- Stronger responses will use correct metalanguage and vocabulary appropriate to the question.