

# RESPONDING

## Preparation

Year 12

What? What is the text about? What is it doing?  
What meaning do we take from it?

#### **Ideas**

What are the ideas (notions, opinions or arguments) that are conveyed or explored in the text?

#### **Issues**

What are the social problems presented in the text?

**Perspectives** (perspective= opinion + context) What opinions are expressed in the text? How is each viewpoint informed by its context?

#### **Voices**

How would you describe the personality of the text? Are there "multiple voices" within the text?

#### **Representations**

How are certain people, places or concepts portrayed?

#### **Attitudes & values**

What are the values, attitudes and beliefs (or ideologies) underpinning the text?

How? How is the meaning of the text conveyed to the audience? How is the doing being done?

#### **Language**

What kind of language does the author employ in the text? (e.g. descriptive, figurative, colloquial etc.)

#### **Tone**

What is the underlying attitude/feeling of the author?

#### **Mood**

What is the underlying atmosphere of the text?

#### **Conventions**

How does the author employ, manipulate or subvert the expected elements of the text's genre?

#### **Structure**

How are ideas in the text grouped or sequenced through syntax, paragraphing or broader structural devices?

#### **Style (or stylistic features)**

How do the author's language choices, tone, structure and/or use of conventions create a distinctive style?

Why? Why has the text been produced, and for whom? Why do we respond to it the way we do?

#### **Purpose**

What is the author's aim in producing the text? (i.e. to persuade, inform, interpret, analyse etc.)

#### **Audience**

Who is the intended audience of the text?

#### **Context of setting & production**

What information (surrounding the author or chosen setting) has influenced the construction of the text?

#### **Context of reception (reader's context)**

As a reader, how does your personal or sociocultural context shape your response to the text?

#### **Comparisons**

How does the text compare to others in terms of its context, ideas and construction?

#### **Interpretations (readings)**

How could you interpret the text in different ways?

## Elements of a top analytical response

A high-level analytical essay will do the following things.

- ✓ Offer a clear thesis that responds directly to the question.
- ✓ Present a sustained interpretation of the text, articulated as an understanding of its themes, ideas, arguments and/or effects.
- ✓ Justify such an interpretation through close analysis of language, structural, stylistic and/or generic features.
- ✓ Show a detailed understanding of the functions of the text, through awareness of its purposes, audiences and contexts.
- ✓ Frame the analysis within the context of the syllabus concepts embedded within the question.
- ✓ Support arguments and statements about the texts with well-selected textual evidence, including short quotations, integrated into the discussion.
- ✓ Structure the discussion clearly and logically, with an effective introduction and conclusion, and several body paragraphs that offer reasons in support of the interpretation.
- ✓ Use metalanguage accurately and appropriately to discuss textual features and explain their significance.
- ✓ Use an expressive, fluent and clear writing style with correct spelling and grammar.

## Editing checklist

- ☐ I have established a clear thesis in my introduction.
- ☐ I have addressed each concept or keyword in the question.
- ☐ I have provided enough contextual information to introduce my text to the reader.
- ☐ A strong line of argument is evident throughout.
- ☐ Each paragraph begins with a clear topic sentence.
- ☐ Each point of argument is clearly supported by evidence, and I have analysed each piece of evidence.
- ☐ I have checked for ways in which my argument could be strengthened and for any gaps in my reasoning that should be filled.
- ☐ I have used varied vocabulary and made precise word choices.
- ☐ I have used appropriate metalanguage.
- ☐ I have varied my sentence structure throughout.
- ☐ The voice is consistent throughout the essay.
- ☐ There is a balance between careful analysis and personal interpretation.
- ☐ Spelling, punctuation and grammar are all accurate and correct.



### *Practise your editing*

Choose one of the sample paragraphs you have written in this chapter's activities. Alternatively, take a past essay that you have written. Evaluate your writing using the above checklist. Rewrite at least one paragraph to improve it.

## CHAPTER 3

# Responding Practice

This chapter addresses the demands of Section Two of the examination. It includes 15 different practice questions that require an understanding of a wide sampling of the examinable content from the syllabus in relation to studied texts. A working time of 60 minutes is recommended for each of these questions. This reflects the demands of Section Two of the exam, in which you need to answer one question out of a possible six within this suggested time frame. This chapter also includes the following features.

- A 10-minute activity accompanying each practice question provides scaffolded support to help decode the question effectively and to plan a response.
- A 20-minute activity accompanying each practice question generally provides an opportunity to consider the question more closely, to produce a detailed plan, to identify suitable evidence from your studied texts, and to write and/or reflect on part of a response, such as an introduction or body paragraph.
- Brief 'handy hints' accompany some of the questions which may present particular pitfalls; the hints direct you away from potential misreadings of the questions.

## WHAT TO EXPECT IN SECTION TWO

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

- The questions will be aligned closely to the syllabus. Of course, they can never reflect all of the examinable content, due to the limitations of only six questions being available. This is why it is crucial that you have a good grasp of the syllabus in its entirety and are prepared to be assessed on any part of it.

- You will likely need to consider the relationship between at least two or three different syllabus concepts. The questions in this section can be complex and multilayered. Rather than investing all your energy into preparing for 'a perspective question' or 'a context question', it is more beneficial to understand how the complete bullet points from the syllabus – which contextualise these key syllabus concepts – can be applied to your studied texts.
- You will probably have to write a response to a question that is unlike any you have encountered previously in class assessments or semester exams. The chances of you encountering exactly the same questions again are virtually nil. The more adaptable your textual examples are, the easier it will be to transfer your knowledge and understandings of your studied text/s to a new question.
- You will only be able to confidently decide which studied text/s to refer to once you see the questions in the examination. Revise several studied texts so that you have the option to answer any of the questions. The best text to use is *always* going to be the one most suited to answering the question you select on the day. You may refer to any studied text – there is no hierarchy in terms of preferred text length, mode or medium.
- Try to use personal voice if the question includes an invitation to do so through its use of words such as 'you' or 'your'. Using personal pronouns such as 'I' or 'me' in your response is not only acceptable for a question of this nature, it is actually encouraged.

## TYPES OF QUESTIONS IN SECTION TWO

The requirement in this section is that you apply the selected question to a text or texts that you have studied. The questions usually feature a directive in the form of a command word, together with syllabus concept words and phrases derived from the examinable content. The questions are also likely to include condition and critical words that provide more specific guidance and nuance. The terms 'command', 'concept', 'condition' and 'critical' are explained on page 2. The questions in this section lend themselves to the writing of a complete analytical essay.

### *Sample Section Two question: Responding*

**Compare the ways in which two texts explore similar ideas or issues despite being created in different contexts.**

## Responding Practice

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

- understanding the nuances of different command words
- being able to identify the specific syllabus concepts and examinable content being assessed
- responding to critical words that work to differentiate between the quality of responses.

Questions in this section are often broader and more open than those in Section One. For instance, they may include more generalised terms such as ‘an idea’, rather than specifying what that idea relates to (as is sometimes the case in the Comprehending section). This is because the questions in Section Two need to be accessible to a large number of candidates from different schools throughout the state, who study a diverse range of texts containing widely varying ideas.

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

- interrogate the assumptions, perspectives, attitudes and values that underpin your studied text or texts
- compare and/or contrast two studied texts by identifying their similarities and differences
- consider the relationship between syllabus concepts
- reflect on your own context, responses, interpretations, attitudes and values in relation to your studied text/s
- recall quotes and appropriate evidence from your studied text/s in order to support your argument.

This section provides an excellent opportunity for you to showcase a deep understanding of the syllabus content in relation to your studied text/s. However, it is worth noting that any one question will simply not provide the scope for you to detail *everything* you know about the text/s. Although this may feel disappointing to you, rest assured that it is always better to answer the selected question in a tightly focused and discerning manner than to include irrelevant details in an excessively long response.

## TOP TIPS FOR SECTION TWO

There are many ways to revise your texts and prepare thoroughly for Section Two of the examination, as outlined on pages 8–9. The following tips summarise the important advice for achieving success in this section during the examination itself.

- Choose your question carefully. Read all six, thinking about your understanding of their syllabus concepts and the potential application of your knowledge to answering them. Note that all questions are considered equal in terms of difficulty – *all* questions have a possible 40 marks available. If you perceive that a particular question is ‘easy’ relative to the others, that just means you have prepared well for it – it is probably in your best interests to pick that one!
- 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 only needs to be brief, with a few dot points.
- Start with a clear introduction that provides a brief overview of the text/s to be examined. Write a clear, well-constructed thesis statement that engages fully with all aspects of the question.
- Ensure that body paragraphs include a clear topic sentence that connects back to the question. Points should be supported with plenty of specific and carefully selected textual evidence.
- When you start and finish each paragraph, remind yourself of the question to ensure that you are not deviating from it. Use transition markers to enhance cohesion and overall structure.
- Round out your essay with a powerful end which extends beyond the question to comment on the text’s broader meaning/s, teachings or implications.
- Adhere to the recommended working time of 60 minutes. While the extra weighting of this section allows you to benefit from the study of your texts, it does not indicate that more time should be spent on it. A lengthy response is *not* necessarily a good one; the quality of your response can be compromised if you write too much.



## PRACTICE QUESTIONS AND ACTIVITIES

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

### *Responding Practice Question 1*

Analyse how the language, structural and stylistic choices evident within **one** text have influenced your response to it.

#### HANDY HINT

The use of the word 'your' in the question signals that you are required to use personal voice. Make sure your response incorporates personal pronouns such as 'I' and 'me' to engage with this component of the question.

#### ACTIVITIES

### *10-minute activity*

In the table below, make a list of language, structural and stylistic features used in one of your studied texts.

Language features	Structural features	Stylistic features

### *20-minute activity*

- Complete the 10-minute activity above.
- Now compare your points with those listed in the Sample Marking Guide provided on pages 95–6. Using the information in the marking guide, make any alterations and additions required to the table above.

### *60-minute activity*

With reference to one of your studied texts, write a full analytical response to Responding Practice Question 1. Your response should demonstrate your critical thinking skills.

## Responding Practice Question 2

Discuss how **one** text's central themes relate to multiple contextual factors relevant at the time of its creation.

### 10-minute activity

Read Responding Practice Question 2 above and, in the spaces below, identify its:

command word/s: \_\_\_\_\_

concept word/s: \_\_\_\_\_

condition word/s: \_\_\_\_\_

critical word/s: \_\_\_\_\_

(Refer to page 2 for an explanation of these terms.)

### 20-minute activity

- a With reference to one of your studied texts, plan a response to Responding Practice Question 2 in the table below by briefly listing the main point/s of each paragraph.

	Paragraph 1	Paragraph 2	Paragraph 3
Central theme			
Contextual factors			

- b Now use your plan to produce an introduction for a response to the question.

### 60-minute activity

With reference to one of your studied texts, write a full analytical response to Responding Practice Question 2. Your response should demonstrate your critical thinking skills.

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[illegible]

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## Responding Practice Question 4

Discuss why the audience response to a text may vary between different cultural contexts.

### 10-minute activity

Identify the key words in Responding Practice Question 4 and find synonyms for them. Now rewrite the question in your own words in the space below.

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### 20-minute activity

With reference to a studied text, complete the following table to plan a response to Responding Practice Question 4.

Cultural contexts			
Audience response/s			
Reasons for audience response/s			

### 60-minute activity

With reference to one of your studied texts, write a full analytical response to Responding Practice Question 4. Your response should demonstrate your critical thinking skills.

## *Responding Practice Question 5*

**Compare the treatment of a similar idea explored within two texts of different modes or genres.**

ACTIVITIES

### *10-minute activity*

With reference to two studied texts, complete the following Venn diagram to plan a response to Responding Practice Question 5.

TEXT 1: _____	TEXT 2: _____
MODE/GENRE: _____	MODE/GENRE: _____
How the idea is explored: _____	How the idea is explored: _____

### *20-minute activity*

- Spend 15 minutes drafting a comparative body paragraph that responds to Responding Practice Question 5.
- Use an additional five minutes to highlight its 'compare' and 'contrast' terminology (e.g. both, similarly, in contrast to, on the other hand, likewise, whereas).

### *60-minute activity*

With reference to two of your studied texts, write a full analytical response to Responding Practice Question 5. Your response should demonstrate your critical thinking skills.

## Responding Practice Question 6

With reference to **one** text, evaluate the role that language features have played in generating controversy or empathy.

### HANDY HINT

Don't forget that 'language features' are evident in visual, spoken and multimodal texts as well as in written texts. A film may use visual language techniques such as framing, proxemics and composition, as well as auditory language such as character dialogue and background music.

### 10-minute activity

With reference to a studied text, complete the following graphic organiser to plan a response to Responding Practice Question 6.

TEXT:	Language feature 1:	<p>Summarise the role of these features in generating controversy <i>or</i> empathy (not both!) by producing a thesis statement.</p> <p>Consider <i>why</i> they have generated such responses. Have the features played a significant role or a minor one?</p> <p><b>THESIS STATEMENT:</b></p>
	Language feature 2:	
	Language feature 3:	

### 20-minute activity

Compile a list of textual evidence and quotes from a studied text that could be used to support your answer to Responding Practice Question 6.

### 60-minute activity

With reference to one of your studied texts, write a full analytical response to Responding Practice Question 6. Your response should demonstrate your critical thinking skills.

## Responding Practice Question 7

Analyse the extent to which a text meets the expectations of its genre in order to shape an audience response.

ACTIVITIES

### 10-minute activity

Locate the examinable content that Practice Responding Question 7 corresponds to in the ATAR syllabus. Write the syllabus point/s in full below.

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### 20-minute activity

With reference to one of your studied texts and Responding Practice Question 7, complete the following table.

Text title:			
Genre of text:			
Expectations of the genre (consider its accepted conventions, your prior experience with the genre etc.)		Met or not met?	Effect/s of expectation being met or not met on audience response
Expectation 1			
Expectation 2			
Expectation 3			

### 60-minute activity

With reference to one of your studied texts, write a full analytical response to Responding Practice Question 7. Your response should demonstrate your critical thinking skills.

*Responding Practice Question 8*

Discuss how the dominant perspective represented in **one** text is used to promote particular values.

*10-minute activity*

Locate the syllabus examinable content that Responding Practice Question 8 corresponds to. Devise two new Responding-style questions using the same stem phrase.

1 \_\_\_\_\_

\_\_\_\_\_

2 \_\_\_\_\_

\_\_\_\_\_

*20-minute activity*

Select a studied text that emphasises or privileges one perspective over others, such as the perspective of a protagonist in a narrative or the orator of a speech. Apply the following questions to the text, recording your answers in sentence form.

- a Who does this main perspective belong to? Can this owner be read as representative of a larger social or cultural group?
- b What is the viewpoint associated with the perspective?
- c What contextual influences have contributed to this perspective?
- d What specific values underpin the viewpoints represented in the text?
- e What textual features are used to represent the perspective and its associated values?

*60-minute activity*

With reference to one of your studied texts, write a full analytical response to Responding Practice Question 8. Your response should demonstrate your critical thinking skills.



## Responding Practice Question 9

Through a comparison of **two** texts, explain how the distinctive features of a specific genre have evolved over time.

### HANDY HINT

Select two texts belonging to the same genre (such as science fiction or dystopian fiction; or, if you prefer to use a genre of form and structure, short stories or feature articles). They should reflect different production contexts; that is, the texts were created or produced during different periods of time.

### ACTIVITIES

#### 10-minute activity

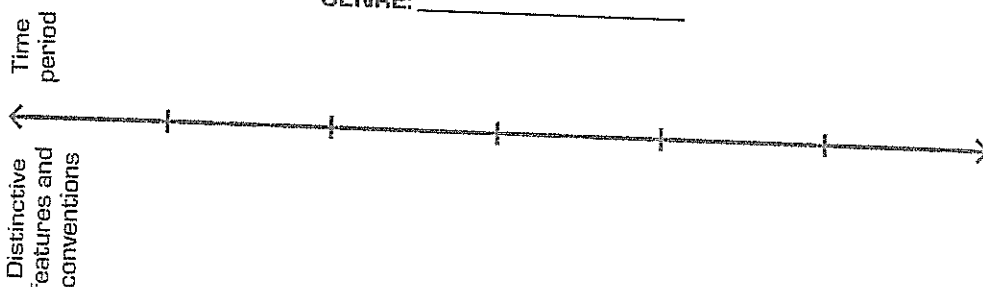
Re-create the table below and complete it with reference to three different genres you have studied over the course of Years 11 and 12.

Genre			
List of distinctive features			

#### 20-minute activity

Select a specific genre you have studied. Now add approximate dates or time periods above the time line, as well as a list of distinctive features and conventions corresponding to these time frames below the time line, to indicate how the genre has evolved and changed over time.

GENRE: \_\_\_\_\_



#### 60-minute activity

With reference to two of your studied texts, write a full analytical response to Responding Practice Question 9. Your response should demonstrate your critical thinking skills.

## Responding Practice Question 10

Discuss how your response to a text has been influenced by its voice and narrative point of view.

### HANDY HINT

This question lends itself to a discussion of one of your studied imaginative narrative texts, such as a novel or short story.

### 10-minute activity

In the table below, list three different types of narrative point of view and an example of a text that uses each type of point of view.

Type of narrative point of view	Text example

### 20-minute activity

In the space below, compile a list of textual evidence and quotes from a studied text that could be used to support your answer to Responding Practice Question 10.

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### 60-minute activity

With reference to one of your studied texts, write a full analytical response to Responding Practice Question 10. Your response should demonstrate your critical thinking skills.

## Responding Practice Question 11

How has the transformation or adaptation of a text into a different medium changed its meaning?

### HANDY HINT

While this question does not include the command word 'compare', it does lend itself to a comparison of two texts, in which one is the transformation or adaptation of the other into a different medium. Examples include the novel *Wake in Fright*, which has been transformed or adapted into both a film and a television series, and the novel *The Handmaid's Tale*, which has been adapted into a television series.

### ACTIVITIES

#### 10-minute activity

Refer to the course glossary or a dictionary to locate definitions for the following key terms.

medium: \_\_\_\_\_

transformation: \_\_\_\_\_

adaptation: \_\_\_\_\_

meaning: \_\_\_\_\_

#### 20-minute activity

Complete the table with reference to two studied texts, one of which has been transformed or adapted into a different medium to create the other.

	Original medium	New medium	Change in meaning
Structural features			
Language features			
Stylistic features			

#### 60-minute activity

With reference to two of your studied texts, write a full analytical response to Responding Practice Question 11. Your response should demonstrate your critical thinking skills.

## Responding Practice Question 12

Reflect upon how and why different perspectives are represented within **one** studied text.

### 10-minute activity

In Responding Practice Question 12, the command word 'reflect' means to think carefully or consider deeply. In the space below, list words or phrases that you might use in your writing to articulate your reflections on a studied text.

e.g. Upon reflection, I found myself thinking ...

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### 20-minute activity

Re-create the table below and complete it with reference to one studied text. You may decide to add another row for a third perspective.

	Summarise the perspective (viewpoint + context)	How is the perspective represented through features of the text?	Why is the perspective represented in the text? What purpose does it serve?
Perspective 1			
Perspective 2			

### 60-minute activity

With reference to one of your studied texts, write a full analytical response to Responding Practice Question 12. Your response should demonstrate your critical thinking skills.

## Responding Practice Question 13

Discuss why you have developed a more considered interpretation of a text by reflecting upon different readings of it.

### HANDY HINT

Any text can be 'read', regardless of its mode/s of communication. Reading is the process of making meaning or developing an interpretation of a text, so the visual language of an image or the spoken language in a speech can also be 'read' for its meaning.

### ACTIVITIES

#### 10-minute activity

Brainstorm the multiple reasons why audiences might have different readings of a text.

e.g. the personal attitudes of the reader

POSSIBLE REASONS FOR DIFFERENT READINGS OF A TEXT

#### 20-minute activity

Conduct an online search for reviews and analysis of a selected studied text, then note any points of difference between their interpretations of, or responses to, the text.

#### 60-minute activity

With reference to one of your studied texts, write a full analytical response to Responding Practice Question 13. Your response should demonstrate your critical thinking skills.

## Responding Practice Question 14

Explain how the assumptions that underpin a text might be challenged as a result of contextual influences.

### HANDY HINT

An assumption is a belief or idea accepted as true without question or proof. The syllabus requires that you question the assumptions that underpin texts. This demands a critical reading, whereby you examine the assumptions a text's creator has made in constructing a representation or promoting a viewpoint.

### 10-minute activity

Deconstruct the key terms of the question according to:

command word/s: \_\_\_\_\_

concept word/s: \_\_\_\_\_

condition word/s: \_\_\_\_\_

critical word/s: \_\_\_\_\_

### 20-minute activity

Re-create the table below, then brainstorm a list of assumptions evident in one of your studied texts and the contextual factors that have resulted in these assumptions being questioned or challenged. An example is provided to get you started.

Text	Assumptions	Contextual factors
<i>Nosedive</i>	Mobile phone technology and social media interactions are detrimental to human relationships because they perpetuate social division and inauthentic interactions.	The circumstances of 2020 challenge this assumption because mobile phones and social media have played an integral role in maintaining human connections, despite the challenges of physical distance between people.

### 60-minute activity

With reference to one of your studied texts, write a full analytical response to Responding Practice Question 14. Your response should demonstrate your critical thinking skills.

## 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.

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

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

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

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

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

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#### 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.

## SECTION TWO: RESPONDING

This marking guide provides examples of what an answer to Responding Practice Question 1 (page 58) could include and be rewarded for. Emphasis is placed on the effectiveness of the response in terms of demonstrating critical thinking and analytical skills with reference to a studied text. This marking guide should not be considered an exhaustive list; other possible points of analysis about the selected studied text/s related to the question may also be evident in responses.

### *Responding Practice Question 1*

(40 marks)

Analyse how the language, structural and stylistic choices evident within **one** text have influenced your response to it.

### Structure and written expression

- A key discriminator is the extent to which the response is expressed in a clear and logically organised manner; stronger responses will provide insightful analysis, presented fluently, to sustain a central argument. The use of personal voice is appropriate to the question.
- Strong responses will use correct metalanguage and vocabulary appropriate to the question.

### Content

- A key discriminator is the extent to which the response engages deeply and critically with the question, demonstrating an understanding that the command word 'analyse' requires careful consideration of the component parts of a text, including identifying patterns and relationships, extracting meanings and implications, and identifying the effects of particular choices.
- More insightful analysis will focus on the effects of language, structural and stylistic choices in influencing a specific personal response to the text; the response/s should be specifically identified (e.g. shock, discomfort, curiosity, empathy, compassion, confusion, motivation).
- Analysis may discuss multiple responses linked to the different choices, or focus on one central response shaped by the cumulative effect of the choices.
- Analysis may examine the relationship between the language, structural and stylistic choices or examine them separately; responses may recognise that there can be overlap between language, structural and stylistic choices.



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- Stronger analysis might acknowledge that the text's creator has purposefully made specific language, structural and stylistic 'choices'; a high-quality response will clearly differentiate 'features' from 'choices'.
- Candidates may argue that the choices had little or limited influence on their response so long as this contention is well justified.

### Supporting evidence

Supporting evidence may include analysis of:

- brief, appropriately selected and well-integrated textual evidence and/or quotes
- the influence and effects of specific language choices made by the text's creator/s, such as the use of particular filmic or visual language and the use of figurative language, connotative language or rhetorical devices
- the influence and effects of specific structural choices made by the text's creator/s, such as the approach taken to the sequencing and organisation of content, including the use of chapters, paragraphs, foreshadowing, flashbacks and syntax
- the influence and effects of specific stylistic choices made by the text's creator/s, such as narrative point of view, voice, tone, lexical choice and colour scheme
- the connection between the textual features and the candidate's personal responses; this will be clearly established and sustained in a strong response.

## SECTION THREE: COMPOSING

This marking guide provides examples of what a response to Composing Practice Question 1 (page 77) could include and be rewarded for. Emphasis is placed on the effectiveness of the response in terms of demonstrating composing skills through control of language and generic conventions appropriate to a particular form, purpose and audience. This marking guide should not be considered an exhaustive list; other possible features may also be evident in responses.

*Composing Practice Question 1*

(30 marks)

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

