****Responding Questions from previous WACE exams****

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| ****2020 WACE Exam**** | **Syllabus** | **Text/s to use?** |
| **Q4 With reference to at least one text, discuss why a text created in one context may resonate with an audience in another context.** | **Investigate and evaluate the relationships between texts and contexts by:**  undertaking close analysis of texts  examining how each text relates to a particular context or contexts  comparing the contexts in which texts are created and received. | **Saving Ningaloo Again – Tim Winton** |
| **Q5 Compare two texts of the same genre to show how they are stylistically different.** | **Compare texts from similar or different genres and contexts by:**   * analysing language, structural and stylistic choices | **Natural gas has power to turbocharge economy – Andrew McConville & The End We Start From – Megan Hunter** |
| **Q6 Evaluate how a text’s meaning changed when it was transformed into a different genre or medium.** | **Reflect on their own and others’ texts by:**   * explaining how meaning changes when texts are transformed into a different genre or medium |  |
| **Q7 Show how analysing voice in at least one text led you to question the assumptions and/or values it communicated.** | **Evaluate different perspectives, attitudes and values represented in texts by:**   * analysing the use of voice and narrative point of view |  |
| **Q8 Consider how other interpretations of a text helped you evaluate its perspective/s.** | **Evaluate different perspectives, attitudes and values represented in texts by:**   * exploring other interpretations and aspects of context to develop a considered response.   **Reflect on their own and others’ texts by:**   * discussing and evaluating different readings of texts. |  |
| **Q9 Explain how at least one text conforms to generic conventions while still challenging its audience.** | **Analyse and critically appraise how the conventions of texts influence responses, including:**   * how expectations of genres have developed and the effect when those expectations are met or not met, extended or subverted | **Shrinking Sinking Land – Kell Cowley** |
| ****2019 WACE exam**** |  |  |
| **Q4** Compare two texts of the same genre to consider how audience expectations of that genre may change over time. | **Compare and contrast distinctive features of genres by:**   * examining how genres and their conventions have changed and been adapted over time. |  |
| **Q5** Discuss how your awareness of the omissions and/or marginalisations within a text shaped your response to its perspective(s). | **Reflect on their own and others’ texts by:**   * analysing and evaluating how different attitudes and perspectives underpin texts * identifying omissions, inclusions, emphases and marginalisations | **The End We Start From – Megan Hunter** |
| **Q6** With reference to at least one text, discuss the stylistic choices made by a creator in constructing a text within a particular genre. | **Compare texts from similar or different genres and contexts by:**   * analysing language, structural and stylistic choices | **Natural gas has power to turbocharge economy – Andrew McConville** |
| **Q7** Explore how voice within at least one text reflects the values and attitudes of a particular context. | **Evaluate different perspectives, attitudes and values represented in texts by:**   * analysing the use of voice and narrative point of view * exploring other interpretations and aspects of context to develop a considered response. | **Saving Ningaloo Again – Tim Winton** |
| **Q8** Discuss how you developed a more considered interpretation of a text by reflecting on at least one different reading of it. | **Reflect on their own and others’ texts by:**   * discussing and evaluating different readings of texts. |  |
| **Q9** Compare how two texts created in different modes use language features to invite empathy for a particular individual or group. | **Evaluate how texts offer perspectives through:**   * the selection of mode, medium, genre and type of text * the selection of language features that generate empathy or controversy. |  |
| ****2018 WACE exam**** |  |  |
| **Q4** Show how at least one text reveals that the values of individuals are shaped by their circumstances. | **Evaluate different perspectives, attitudes and values represented in texts by:**   * exploring other interpretations and aspects of context to develop a considered response. |  |
| **Q5** Compare how two texts of different genres respond to the concerns of the same time period. | **Compare texts from similar or different genres and contexts by:**   * analysing and evaluating how similar themes, issues, ideas and concepts are treated in different texts. |  |
| **Q6** Explore how different perspectives on a controversy have been represented in at least one text | **Evaluate how texts offer perspectives through:**   * the selection of language features that generate empathy or controversy. |  |
| **Q7** Discuss how voice has been crafted to reveal an inner or hidden conflict in at least one text. | **Evaluate different perspectives, attitudes and values represented in texts by:**   * analysing the use of voice and narrative point of view |  |
| **Q8** Compare how two texts of different modes use textual features to represent a similar idea or theme. | **Compare texts from similar or different genres and contexts by:**   * explaining how each text conforms to or challenges the conventions of particular genres or modes * analysing and evaluating how similar themes, issues, ideas and concepts are treated in different texts. |  |
| **Q9** How have language or structural innovations been used to unsettle an audience in at least one text? | **Analyse and critically appraise how the conventions of texts influence responses, including:**   * the ways language patterns can create meaning * how expectations of genres have developed and the effect when those expectations are met or not met, extended or subverted |  |
| ****2017 WACE exam**** |  |  |
| **Q4** Explain how at least one text manipulates the conventions of genres for a particular purpose and context. | **Compare texts from similar or different genres and contexts by:**   * explaining how each text conforms to or challenges the conventions of particular genres or modes |  |
| **Q5** Explore how voice works within at least one text to represent a particular context. | **Evaluate different perspectives, attitudes and values represented in texts by:**   * analysing the use of voice and narrative point of view * exploring other interpretations and aspects of context to develop a considered response. |  |
| **Q6** Evaluate the way narrative point of view is used in two texts to convey specific values. | **Compare texts from similar or different genres and contexts by:**   * analysing and evaluating how similar themes, issues, ideas and concepts are treated in different texts. |  |
| **Q7** Discuss the way in which your understanding of context has influenced your interpretation of the perspectives in at least one text. | **Evaluate different perspectives, attitudes and values represented in texts by:**   * exploring other interpretations and aspects of context to develop a considered response. |  |
| **Q8** Compare how two texts have been constructed for similar purposes, but through different genres. | **Compare and contrast distinctive features of genres by:**   * analysing the techniques and conventions used in different genres, media and modes |  |
| **Q9** Discuss how your attitudes influence your response to the way a controversy is represented in at least one text. | **Evaluate how texts offer perspectives through:**   * the selection of language features that generate empathy or controversy. |  |

**Semester One Study: ‘Shrinking, Sinking Land’, ‘How Close to Savage the Soul’, The End We Start From, ‘Butterflies’, ‘Saving Ningaloo Again’**

**Compare texts from similar or different genres and contexts by:**

* analysing language, structural and stylistic choices
* explaining how each text conforms to or challenges conventions of particular genres or modes
* analysing and evaluating how similar themes, issues ideas and concepts are treated in different texts.

**Create a range of texts:**

* making innovative and imaginative use of language features
* using and experimenting with text structures and language features related to specific genres for specific effects

**Compare texts from similar or different genres and contexts by:**

* analysing the techniques and conventions used in different genres, media and modes
* considering how the conventions of genres can be challenged, manipulated or subverted

**Analyse and critically appraise how the conventions of texts influence responses, including:**

* the ways language patterns can create meaning

**Evaluate different perspectives, attitudes and values represented in texts by:**

* analysing the use of voice and narrative point of view

**Evaluate how texts offer perspectives through:**

* the selection of mode, medium, genre and type of text

**Reflect on their own and others’ texts by:**

* analysing and evaluating how different texts represent similar ideas in different ways
* comparing and evaluating the impact of language conventions used in a variety of texts and genres

**Reflect on their own and others’ texts by:**

* questioning the assumptions and values in texts
* identifying omissions, inclusions, emphases and marginalisations

**Create a range of texts:**

* using appropriate quotation and referencing protocols