Comprehending

Aims:

* To demonstrate an understanding of the texts’ main ideas.
* To demonstrate an understanding of the texts’ construction.
* To compose a clear, succinct response.

May require you to read or interpret a text for:

* Its meanings: The representations of particular groups, ideas, themes and issues.
* Its genre: Its use of generic conventions, similarities with or differences to other texts of the same genre.
* Its perspectives: Viewpoints, values, attitudes or ideas.
* Its construction: The use of structural, language or stylistic features and/or patterns.
* Its effects: Its impacts on audience response, its purpose(s) and/or function(s).
* Its relationships: The connection between different syllabus concepts e.g., voice and perspective or content and structure, the interplay of visual and written elements, the most/least influential features of the text.
* Using a compare and/or contrast approach applied to any of the previous points.

Tip: Don’t repeat yourself (you’ll lose marks because of it).

Comprehending written texts:

* Word recognition: Word building, recognition of stem words, inferring the meaning of words in the context of a passage, recognising a word’s function.
* Decoding language and its effects: Understand the connotations of words and figurative language, recognising idioms, expressions and allusions.
* Summarising: Condense and recap the written text into a briefer, abridged from.
* Sequencing: Determine a hierarchy of points from most important to least, listing the order that the information is presented in.
* Inferencing: Read “between the lines”, identifying gaps and silences.
* Identify the main idea: Locate central themes and ideas plus additional ideas.
* Locating evidence in texts: Recognise supporting evidence and its effect(s).
* Drawing conclusions: Develop an argument or thesis about the text(s).
* Comparing and contrasting: Recognise points of similarity and/or difference within texts, comparing and/or contrasting a text with one or more others.
* Distinguishing between fact and opinion: Identify rhetorical persuasive devices.
* Connecting information to a knowledge base: Make connections with prior knowledge, understanding and expectations of genre, recognition of generic conventions.

Comprehending visual and multimodal texts:

* Recognising different meanings: Literal, inferential and evaluative meanings, understanding ambiguity, drawing a conclusion, offering an interpretation.
* Analysing visual language: Angles, framing, proximity, gaze, facial expression, lighting.
* Analysing written text: Titles, headings, captions, relationships with visual language.
* Recognising typographical features: Font size and type, effect of these aspects.
* Decoding composition: Layout of information, placement and arrangement of various features, relationship between different aspects, emphasis of certain aspects.
* Decoding images, symbols and icons: Understand symbolism.

Q: Explain how the writer’s voice in Text 1 is constructed through language features.

* Language features that construct voice include syntax, punctuation, vocabulary choices, persona and dialogue.
* Explain: Relate cause and effect; make the relationship between things evident; provide why and/or how.
* Candidates are required to make the relationship between language features and the voice created.
* Language features that construct voice include syntax, punctuation, vocabulary choices, persona and dialogue.
* Candidates are required to examine language, structural, stylistic and/or generic features of text in the construction of voice. These may include figurative, emotive or descriptive language, sensory imagery, tone, selection of detail, construction of anecdotes and recollection of memoirs from recounts.
* When explaining the construction of voice, it’s important to explain the effect of this construction and to use adjectives to describe a tone or nature of the voice.

Language features:

* Syntax.
* Punctuation.
* Vocabulary choices.
* Persona.
* Dialogue.
* Figurative language.
* Emotive language.
* Descriptive language.
* Sensory imagery.
* Tone.
* Selection of detail.
* Anecdotes.
* Repetition.
* Diction.
* Rhetorical questions.
* Juxtaposition.
* Colloquial speech.
* Perspective.

1. Text title and genre.
2. Describe the voice.
3. Quotes.
4. Language features.
5. Explain how they work to create an effect.

Q: Compare how a similar idea about swimming is treated in Text 1 and Text 2.

* Treat: Consider aspects including representation, values, attitudes, perspectives, language, generic, structural and/or stylistic features, contextual influences, voices, content, purposes and audiences.
* Ideas can’t be described in one word only.

Compare:

* Similarly.
* Equally.
* Also apparent.
* Likewise.
* In the same way.
* Echoed by.
* In a similar way.
* To the same extent.
* We also see this in.
* In a similar fashion.
* This is mirrored in.

Contrast:

* On the other hand.
* Whereas.
* The same cannot be said for.
* This is different to.
* This is clearly contrasted in.
* On the contrary.
* In a different way.
* Despite this.
* Contrastingly.
* In direct opposition to.

Q: Explain how your interpretation of Text 3 is shaped by both written and visual elements.

* Interpretation refers to the reading of the text and the subsequent meaning made as a result.
* Read the contextual information that accompanies the text to guide analysis, but don’t use it as evidence unless it’s present in the text itself.
* Don’t write many elements mindlessly without explaining them.

Written elements:

* Rhetorical questions.
* High modality words.
* Short syntax.
* Lexical choice.
* Diction.
* Vocabulary.
* Connotation.
* Figurative language.
* Pun.
* Slogan.
* Logo.
* Accompanying text.
* Font.
* Style.
* Title.
* Pronouns.
* Persuasive language techniques.
* Imaginative language techniques.

Visual elements:

* Foregrounding.
* Framing.
* Salience.
* Proximity.
* Juxtaposition.
* Proportion.
* Vectors.

Imaginative Language Features

Descriptive language:

* Adjectives and verbs.
* Connotation.
* Sensory details (words that appeal to the reader’s senses).

Figurative language:

* Anthropomorphism.
* Metaphor.
* Metonymy.
* Pathetic fallacy.
* Personification.
* Simile.
* Symbol.
* Zoomorphism.

Sound devices:

* Alliteration.
* Assonance.
* Cacophony..
* Consonance.
* Euphony.
* Onomatopoeia.
* Rhyme.

Pace:

* Caesura (splitting a sentence or interrupting its regular rhythm.
* Rhythm (patterns created through the arrangement of words according to syllabus or the natural emphases created by their pronunciation).

Word play:

* Irony.
* Parody (exaggeration).
* Pun.
* Satire (using humour or parody to draw attention to human flaws).
* Allegory (exploring a complex or abstract concept through the creation of a more concrete example).
* Allusion.
* Analogy.
* Quotation.

Persuasive Language Features

Pathos:

* Anaphora (repetition of a word/phrase at the beginning of successive clauses).
* Epistrophe (repetition of a word/phrase at the end of successive clauses).
* Attacks and praise.
* Colloquialism.
* Cumulation.
* Emotive language (language designed to provoke an emotional response in the audience).
* Emphasis.
* Generalisation.
* Hyperbole.
* Inclusive language.
* Litotes (e.g., “not at all bad”).
* Repetition.
* Rhetorical question.

Logos:

* Anecdote.
* Aphorism.
* Evidence.
* Expert opinions.
* Formal language.
* Jargon.
* Statistics.

Visual and Multimodal Language Features

Lighting:

* Colour (different colours have different symbolisms).
* Contrast (draw attention to certain points).
* Key.

Setting:

* Environment.
* Props.

Subject:

* Subject.
* Body language.

Composition:

* Low angle.
* Eye level.
* High angle.
* Oblique.
* Long shot (creates emotional distance or reveal the subject’s small stature).
* Medium shot.
* Close-up (confronting, forcing the viewer to focus on a particular detail of the subject).