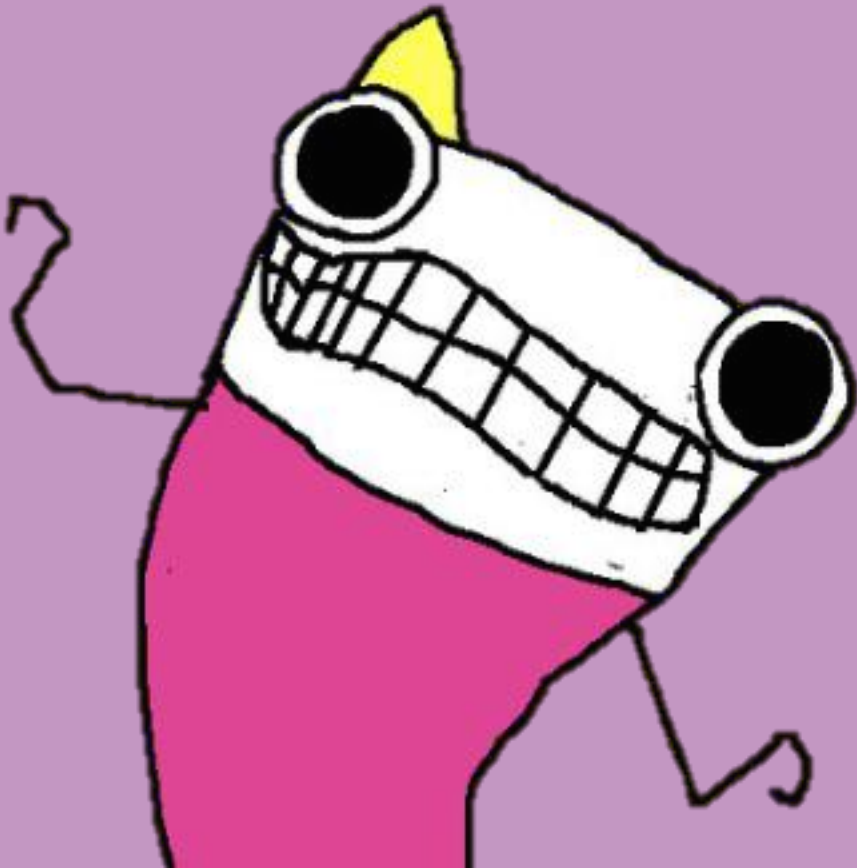


SECTION TWO:

RESPONDING



*YEAR 12 ATAR
ENGLISH SEMINAR*

Take a breath.

Make “to do” lists.

Be methodical.

TODAY WE'LL COVER:

1. How to make sure you actually **ANSWER the question**
2. How to effectively **plan** out a response
3. How to tackle any of the **concepts** contained in the questions, even when they're put together in weird confusing ways
4. How to make the best **notes from your texts** to answer any question you get

Our focus is our
non-intertextual
questions only.

ANSWERING THE QUESTION

In 3 Key Steps

DECONSTRUCTING QUESTIONS

STEP ONE: Look out for “trick” words- anything that changes the scope of your response.



TRICKY LIMITING WORDS

You need to check:

- 1. What the conjunction is: **and** vs. **or***
- 2. Singular vs. plurals: **an idea** vs. **ideas**; **an attitude** vs. **attitudes***

TRICKY COMMAND WORDS

Evaluate *the impact of specific language conventions in shaping your response to at least one text you have studied.*

Looking at all the **II non-intertextual questions** in the 3 sample exams from SCSA & the ETA, the **command words** have been:

- “Discuss” (7)

- “Explore” (1)

- “Explain” (1)

- “Examine” (1)

**= comment on the
topic in detail**

- “Evaluate” (1)

= make a judgement

DECONSTRUCTING QUESTIONS

STEP TWO: Break the question down into its two “elements”.

1

Examine the way language has been used to

2

promote particular values or attitudes in one

text you have studied.

Conflict between characters or people in
texts can reveal dominant attitudes in a
society. ²

Discuss with reference to at least one
text you have studied.

1

How does the context in which a text is read
affect the meaning you make as a reader? 2

Discuss with reference to at least one text
you have studied.

Discuss how the representation of a 1 social group is affected by the context 2 of one or more texts you have studied.

DECONSTRUCTING QUESTIONS

STEP THREE: Make a planning table that shows the connection between the two elements, with:

- Two columns
- 1 header + 3 rows

Sample Text:

“Rhincoceros Beetle”

Susan Hawthorne

1

Examine the way language has been used to

2

promote particular values or attitudes in one

text you have studied.

LANGUAGE FEATURES 1	ATTITUDES PROMOTED 2
<i>Understated language; deliberate gaps and silences</i>	<i>Grave attitude towards violence against women</i>
<i>Use of pronouns & collective nouns to replace names</i>	<i>Critical attitude towards widespread patriarchal traditions</i>
<i>Use of symbolism & repetition</i>	<i>Critical attitude towards the more “subtle” forms of female oppression</i>

LANGUAGE
FEATURES

1

ATTITUDES
PROMOTED

2

*Understatement;
deliberate gaps and
silences*

*Grave attitude towards
violence against women*

**TOPIC SENTENCE FOR MBP 1: Hawthorn
employs understated language, leaving
deliberate gaps and silences, in order to
promote her grave attitude towards violence
against women.**

LANGUAGE
FEATURES

1

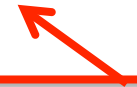
ATTITUDES
PROMOTED

2

*Understatement;
deliberate gaps and
silences*

*Grave attitude towards
violence against women*

TOPIC SENTENCE FOR MBP 2



*Use of pronouns &
collective nouns to replace
names*

*Critical attitude towards
widespread patriarchal
traditions*

*Repetition in vocabulary &
syntax*

*Scathing attitude towards
the patriarchal norms that
silence women*

**LANGUAGE
FEATURES**

1

**ATTITUDES
PROMOTED**

2

*Understatement;
deliberate gaps and
silences*

*Grave attitude towards
violence against women*

*Use of pronouns &
collective nouns to replace
names*

*Critical attitude towards
widespread patriarchal
traditions*

TOPIC SENTENCE FOR MBP 3

Symbolism & repetition

*Critical attitude towards
the more “subtle” forms of
female oppression*

YOUR THESIS

SUMMARISES THE TABLE

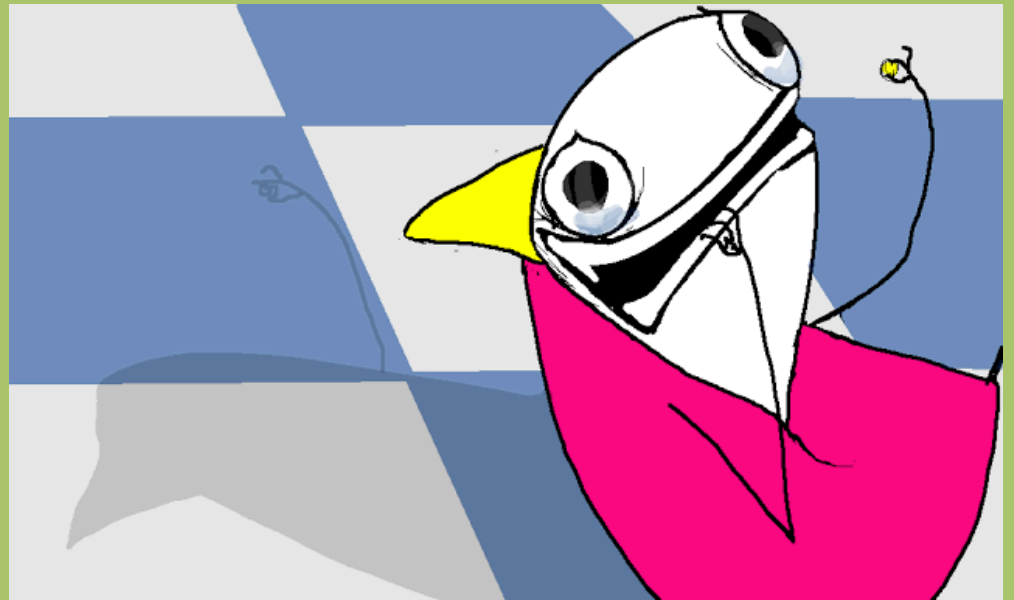
Hawthorne draws upon a range of language devices to promote her scathing attitudes towards patriarchal society and violence against women.

YOUR **OUTLINE** GIVES THE SPECIFICS

By employing understatement, symbolism and pronouns in place of character names, she insinuates some of the subtle and more sinister ways in which women are disempowered.

BUT IT CAN'T ALWAYS BE SIMPLE.

Sometimes, examiners like to make our lives difficult by combining a **number of concepts** within **one element** of a question.



Discuss how a text you have studied
works ¹ to present a particular
perspective on an issue. ²

With reference to a text you have studied, discuss how the construction of a distinctive voice¹ has worked to convey particular attitudes to ideas² presented in the text.

LANGUAGE CONVENTIONS
MULTIMODAL AUDIENCE
CONTEXT VOICES
MOOD GENRE TONE
STYLISTIC PERSPECTIVE
IDEAS & ISSUES PURPOSE
INTERTEXTUALITY PRACTICES
SOCIAL IDENTITY
REPRESENTATION VALUE & AUTHORITY
INTERPRETATION IDEAS
FANS

IDEOLOGY

YOU MUST KNOW HOW TO EXPRESS CONCEPTS

Issue of [1-4 word topic]

Value of [1-2 word principle]

Idea that [full statement]

[feeling] **attitude** towards [subject]

[context] **perspective** on [subject]

Issue of [1-4 word topic]

- *Issue of gender equality.*
- *Issue of violence against women.*
- *Issue of misogyny/sexism.*

Value of [1-2 word principle]

- *Value of equality.*
- *Value of truth.*
- *Value of freedom.*

Idea *that* [full statement]

- *Idea that women are often silenced in patriarchal society.*
- *Idea that violence against women is the result of patriarchal norms.*
- *Idea that male entitlement in a patriarchal society can be destructive.*

[feeling] attitude towards [subject]

- *Critical attitude towards widespread patriarchal traditions*
- *Grave attitude towards violence against women*
- *Scathing attitude towards male entitlement*

[context] perspective on [subject]

- *Feminist perspective on gender equality*
- *Feminist perspective on violence against women*

(I've given an ideological context here- but the “context” word could also be sociocultural- e.g. Indigenous perspective; Male perspective; Teenage perspective)

COMBINING CONCEPTS

Discuss how a text you have studied

1

works to present a particular

2

perspective on an issue.

1

=techniques used to present a feminist perspective on gender equality.

2

TECHNIQUES **1**

**PERSPECTIVE
ON ISSUE** **2**

*3rd Person PoV- detached;
matter of fact*

*Use of pronouns &
collective nouns to replace
names*

Characterisation

*Feminist perspective
on gender equality.*

With reference to a text you have studied, discuss how the construction of a distinctive voice has worked to convey particular attitudes to ideas presented in the text.

= how the detached, omniscient narrative voice conveys a decidedly sympathetic attitude to the idea that women are often silenced or oppressed by patriarchal norms, as well as a critical attitude towards the idea that...awh, crap.

STUDYING YOUR TEXTS

- Don't waste your time studying vast numbers of quotes from your texts.
- Instead, find around **6 longer quotes** from the text, with other useful **snippets**
- Write out each quote as **an integrated sentence** in large font in the middle of a page
- Write a **specific explanation** underneath
- **Annotate** it, showing related concepts

ISSUES= gender equality,
misogyny, violence against
women

ATTITUDES: critical
attitude towards
patriarchy

IDEAS: women
are silenced within
patriarchal society

The women in the town “held their secrets because whenever they mentioned it to their husbands or brothers they were laughed at”.

Here, female voices are invalidated by men, who either dismiss their concerns or use them as a “secret weapon” to taunt them. Ultimately, this causes the women to “hold their tongues”, and this silence is a part of their disempowerment within society.

PERSPECTIVE: feminist
perspective on power relationships
between men & women, casting
women as victims of patriarchal
society

TECHNIQUES: use of collective
nouns in place of names; metaphorical
language that connotes violence
(“secret weapon”)

YOUR QUOTES SHOULD:

- Cover a broad range of **course concepts** (*ideas; issues; values & attitudes; voices; perspectives; purpose; representation; context of production & reception*)
- Cover a range of **techniques** (*some language features, some conventions, some structural devices*)
- Demonstrate some **intertextual links** with another text you have studied

MAP IT OUT

If you feel like you're struggling to head your head around your text, make a **mind map**.

I like to start by showing the key **issues**, and then for each issue I write out the main **ideas**, then for each idea I write out the **values and attitudes** that underlie that idea, and so on.

This helps you to see how **connected** all the course concepts are.

EXIT THROUGH THE GIFT SHOP

RELATED REPRESENTATIONS:
Thierry is represented as superficial in his understanding of art. Unlike Banksy's work, which aims to challenge society and raise dissent, Guetta's work is characterised by his vacuous tagline, "Life is Beautiful". Unlike the subversive aims of early street artists, Guetta clearly intends for his art to be celebrated within popular culture.
LA art fans are represented as being totally vapid and superficial (it's suggested that they represent broader mainstream society).

RELATED REPRESENTATIONS:
Thierry Guetta is represented as being highly profit-driven, both at the start of the film (where he sells vintage clothes by inflating their prices) and at the end, where he sets exorbitant prices for his artwork.
Banksy is represented as being driven by his artistic and political aims, rather than by money. He expresses bemusement at the prices that were set for his art, and openly says, "It's not about the hype. It's not about the money."
Art collectors are shown to treat art as a mere commodity.

CONTEXT OF PRODUCTION:
Banksy has been a long time public opponent of capitalism and consumerism, arguing, "We can't do anything to change the world until capitalism crumbles."
He has also publically criticised the private commodification of art, saying, "A small group create, promote, purchase, exhibit and decide the success of art...when you go to an art gallery you are simply a tourist looking at the trophy cabinet of a few millionaires"

KEY IDEAS:
Art should not be commercialised or commodified.
The purpose of art has shifted from conveying meaning to making money.
Commercialisation devalues art (when art is commodified, it loses its meaning)

UNDERLYING VALUES:
Collectivism
Public accessibility
Integrity
Equality
Class consciousness

CONTEXT OF PRODUCTION:
Banksy has always been subversive in his art. His first moniker was actually "Robin Banx", and part of the appeal of using stencils for him was that "All graffiti is low-level dissent, but stencils have an extra history. They've been used to start revolutions and to stop wars."
His artwork, which is plastered all over the world (including the West Bank in Gaza) is politically charged, grappling with social injustices and issues like war and poverty.

KEY IDEAS:
Mainstream society is superficial and vapid.
Street art should be subversive and counter-cultural- it should go AGAINST the mainstream.
Mainstream culture lacks depth and understanding of art.

UNDERLYING VALUES:
Rebellion & subversion
Awareness
Education
Intellect
Insightfulness

UNDERLYING ATTITUDES:
Disdainful attitude towards mainstream culture
Subversive attitude towards social norms

KEY ISSUE:
Superficiality of mainstream culture

KEY ISSUE:
Commercialisation of art

UNDERLYING ATTITUDES:
Highly critical attitude towards capitalism, consumerism, commodification, private ownership etc.

UNDERLYING ATTITUDES:
Scathing attitude towards derivative (unoriginal) art & employing workers

KEY ISSUE:
Inauthenticity in art

KEY ISSUE:
Society's obsession with hype and fame

UNDERLYING ATTITUDES:
Contemptuous attitude towards celebrity culture/fame
Critical attitude towards hype and publicity

UNDERLYING VALUES:
Authenticity
Originality
Authorship
Skill & talent
Creativity

KEY IDEAS:
Art that lacks originality is meaningless.
Artists should be actively involved in the production of their art.
Artists should take ownership over their work.

RELATED REPRESENTATIONS:
Thierry Guetta is represented as an inauthentic artist in the sense that his work lacks originality (copying ideas from other artists) and he employs numerous workers to produce his art.
Conversely, Banksy (& other street artists) are represented as authentic; the footage constantly shows them actively creating their own art (i.e. we see Banksy cutting out his stencils; we see the other artists spraying on walls).

RELATED REPRESENTATIONS:
Thierry Guetta is represented as a fame-obsessed person who is more concerned with creating hype than creating art.
Banksy is represented as someone who is more concerned with producing artwork than creating hype for himself.
LA art fans, in their intense fervour (to the point where they break down the fence around Guetta's exhibition), are represented as totally hype-obsessed, demonstrating little understanding of the actual art itself.

KEY IDEAS:
Our society is obsessed with hype and fame.
Our society values hype over substance.
Our focus shouldn't be on the artist, but on their work.

UNDERLYING VALUES:
Meaning/substance
Humility
Secrecy
Anonymity
Authenticity

CONTEXT OF PRODUCTION:
Banksy has been actively involved in the production of his own art since starting as a graffiti writer. He's been celebrated for his "distinctive stencil approach" to graffiti and for his innovative approach to "bombing" cities around the world with his street art. (Side note: on the other hand, many people argue that Banksy's style actually rips off that of another stencil-graffiti artist- Blek le Rat, who was prolific in the 1980s in Paris.)

CONTEXT OF PRODUCTION:
Banksy has always kept his identity anonymous, wearing a paper bag over his head in photographs and even establishing an organisation to protect his secrecy.
Banksy has frequently made his disdain of celebrity culture clear, calling Hollywood "a town where they honor their heroes by writing their names on the pavement to be walked on by fat people and peed on by dogs."

**T
JGH**

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UNDERLYING VALUES:

Collectivism
Public accessibility
Integrity
Equality
Class consciousness

KEY ISSUE:

Commercialisation of art

UNDERLYING ATTITUDES:

Highly critical attitude towards capitalism, consumerism, commodification, private ownership etc.

If you have any questions or concerns
about the material covered today:

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