English-Advanced-Module A- Part two component two - Unpacking student responses transcript  
   
(Duration 8 minutes 39seconds)

(upbeat piano music)

Instructor: Hello, and welcome to part two component 2 of this resource for English Advanced Module A Textual Conversations. If you have not listened to component one of this resource, then we advise that you do so because it contains valuable information and activities. This component is about staying focused on the module while reviewing key ideas in relation to sample examination questions. The student booklet contains all three components of this resource. So look for the heading component two.

[Slide reads: Teachers in a classroom context you may like to:

* view the recording and pause and discuss key ideas with the students during designated times
* add your own ideas, resources and or sample questions to the resource booklet
* allocate sections for students to view as flipped learning and then co-construct modelled, guided and then independent responses.

A student at home independently will need:

* a copy of your previous assessment for this module
* a copy of the student booklet either hard copy or digital]

Advice for teachers and students. This information is in your student booklet, please make sure you have read this content about how to use this resource. In this resource, which is indicated here as section three, we'll unpack student responses. Finally, in section four, which is in component three of this resource will support you to practise writing some thesis statements for this module.

Here we will look at a sample question and a response from a student. Consider this Module A question, “Understanding context and purpose across two different texts enables us to appreciate the varied resonances and dissonances that arise between them. Discuss this statement with close reference to your text pairing.” There is a copy of this question as resource four, pause the presentation here and in the space provided in activity four question one, brainstorm ideas to address this question with reference to your text pairing. If possible, discuss your thoughts with a peer or as a class. (gentle music)

What ideas did you come up with? Did you consider the context and purpose of each of your composers? Did you then link this to some resonances and dissonances between the two texts? Remember, you need to be specific about the context and purpose of your composers. This does not mean large sections of information, but carefully selected aspects about the time and place of the composers that links to their purpose and then the dissonances and resonances you have selected to discuss. Do not use precious exam time and space with irrelevant or general context information. Make sure your understanding of the context and purpose is clear, relevant, correct, and balanced. That is make sure you have covered both texts equally. You then need to provide specific evidence that demonstrated your knowledge of both texts. Think back to part one of this resource and the comments from the 2019 exam markers feedback.

We will now look at two sample paragraphs, which address this question from the texts pairing ‘King Richard III’, and ‘Looking for Richard’. There is a copy of the paragraphs in your student booklet as resource five. Please keep in mind that this is student's work from your cohort offered as one example of an approach to this question.

[Slide reads: Topic sentence  
By understanding the context and purpose of Looking for Richard and King Richard III, we can fathom why they are dissonant in their portrayal of Richard's evil nature.]

In the first paragraph in this topic sentence, the student clearly introduces the core aspects of the question, context, purpose, and a dissonance. In this case, the portrayal of Richard's evil nature between the two texts.

They then provide an explanation of the context and purpose of the original text to set up the comparison of this dissonance between the two texts. Listen carefully, “the time of King Richard III formulation was synchronous with a paradigm shift as the Renaissance movement spread across Europe. Shakespeare's purpose in ‘King Richard III’ was to promote social stability by bolstering Christian beliefs ingrained in theocentric Elizabethan society and quelling contesting individualistic ideals.”

This is closely followed by a few examples to support the point with some analysis, which links it back to Shakespeare's context. Listen carefully “In the opening soliloquy, Richard reveals his treacherous plan to have his brothers sent to the Tower of London for execution to improve his own chances for the throne. Hence Richard immediately challenges the Chain of Being, God's authority to assign position and rank. Later Richard compares himself to the medieval Vice character, an appropriate analogy, as Richard embodies the sins of individualism”.

In the last sentence of this paragraph, the student sums up the point and links it back to the context and purpose. Listen carefully, “Hence we understand why Shakespeare portrays Richard as a Machiavellian villain, due because of his purpose to discourage Renaissance ideologies.”

In the next paragraph, the student transitions to ‘Looking for Richard’, the latter text of the pairing. Here they linked to the new context, listen carefully: “Conversely, Pacino's egalitarian world was widely accepting of individualistic ideals. Pacino's successful career portraying a variety of ambitious villains in films, such as ‘The Godfather’ and ‘Scarface’ is a testament to the modern world's fascination with evil characters”. The student then introduces a Pacino's purpose through an integrated quote from Pacino himself as he states his purpose in the docudrama. Listen carefully, “Pacino's purpose in ‘Looking for Richard’ was to “communicate… how we feel and how we think…” in today's world, conveying a representation of how we think and feel about ambition through Richard.”

Followed by an explanation, the student uses an example from both texts to convey the dissonances between the representation in reshaping of the Lady Anne wooing scene between the two texts. Listen carefully, “Pacino's makes Richard more human for the audience to relate to such as in the scene when Richard woos Lady Anne. Whereas the scene in ‘King Richard III’ depicts Richard as vile and manipulative, the scene is reshaped in ‘Looking for Richard’ ending in a lengthy kiss between the two characters portraying more attraction and lust accentuated by striking chords in Howard Shore's score and dramatic camera angles.”

Lastly, the student sums up this point at the end of the paragraph by referring to the dissonance between both texts and relating it back to the original topic sentence. Listen carefully, “Hence we understand that Pacino's representation of Richard is not as grossly evil as Shakespeare's, because Pacino aimed to reflect how modern audiences think and feel more accepting towards ambitious individuals.”

Now, it is your turn to write. Take a few minutes to consider this question in light of your own text pairing, there is a copy of the question in your student booklet as resource four. In activity four, which includes table 4, there is an interpretation, planning and drafting guide you can work through to unpack this question and develop your response. This process is both thorough and flexible, so it can be used to reflect and work on any practice question. At the end of this presentation think about this question with regards to your text pairing and complete activity four in your student booklet. (upbeat piano music)

This is the end component two of this resource, component three we'll explore writing thesis statements for this module. Thank you. (upbeat piano music)

End of transcript