English-English Studies- Common Module – Quick write transcript

(Duration 7 minutes 43 seconds)

(soft music)

Welcome to your Quick Write activity. Let's get started. Why are we doing this activity? There'll be plenty of instances where you find yourself needing to respond to unseen texts. For example, in-class tasks, your Trial examination, and your HSC exam. So what is a Quick Write? A Quick Write is an activity that students are expected to complete either at home or in a classroom. The Quick Write question is on the board ready to go, and is usually completed with a timer so that you can practise writing under timed conditions. Depending on the complexity of the question, your teacher might help you unpack the question, but this isn't always the case. You're encouraged to share your responses with others afterwards.

Now, this is your Quick Write question. Explain how this image connects to the concept of memories. Before you even think about answering the question, there is a few things that you need to do. Before you answer a question, you want to read the question multiple times. The reason why you read the question multiple times is so that you understand the requirements of the question. You need to fully understand the requirements of the question before you answer it. Then you need to identify the instructional verb. What is this question asking you to do? Is it asking you to identify, explain, analyse, compare? You need to figure out what the question is asking you to do.

Then you want to highlight the key concepts. Are you being asked to make connections between two things? What are those two things? Highlight them. Think about what information you need to know in order for you to answer that question. Annotate the question, write all over it. A trick that I like to teach my students is to rephrase the question into something that you understand. Once you feel like you fully understand the question, then you can begin to answer it. So what does your answer need to include? Your answer needs to engage directly with the question. An easy way to ensure that you're doing this is to use the language from the question. This also shows your marker that you're engaging directly with the question.

You also need to have a clear link between the text and the question. So a clear link between the stimulus and the question. You are not answering the question as a standalone question, it is in response to a stimulus, so you need to show your marker that you are engaging with that stimulus. You also need to include well selected textual evidence directly from the text. If this was a poem or an article, it would be in the form of a quote. If it was an image or an advertisement, you need to make explicit reference to the text. Make explicit reference to the visual features in that text. You also need to explain the relevance of these specific elements of the texts. You want to avoid listing. You want to avoid listing features or listing techniques. You need to explain yourself and explain the relevance. You also want to include your language and or visual techniques, whatever the stimulus may be.

Okay, so, let's have a look at the question. We're going to break down this question. ‘Explain how this image connects to the concept of memories.’ Explain, that is our instructional verb, that is what we're doing, we are explaining. Explain how this image. So how meaning in what ways. Which visual features have been used in this image to create meaning? You also want to think about what the effect of these techniques are. How this image connects to the concept of memories. So, here we're recognising that there are two things that we need to make a connection between, the image and memories. We're not just talking about memories. We're talking about how the image represents memories. The mention of memories makes it clear that this is part of the Common module, Text and Human Experiences, as memories are a human quality. Memories, what are memories? Really think about what memories are? And how can we take what we know about memories and form a connection between this knowledge and the image presented to us?

Now that we've broken down the question, let's have a look at the image. This image is flooded with visual techniques. We have mise-en-scene, which is everything that exists in this picture. We're focusing on the person now, the person is alone. This highlights the idea of memories being an individual experience. What you can do here is tap into your knowledge of the module statement. If you're using individual human experience, collective experience, diverse experiences, you're showing your marker that you're engaging with your module, your module statement. We also have salience. The focus here has been placed on the person then our attention is drawn to their path. Speaking of paths, symbolism has been used here. What do paths symbolise? Paths symbolise a journey, and memories allow us to somewhat relive that journey, as it slowly becomes a part of us, having a look at how this might connect to memories. The photograph, photographs are a symbol of moments captured in time. Photos symbolise a connection to our past, reminding us of people, places and feelings.

We also have colour symbolism, sepia. Sepia is generally associated with old, antique images, highlighting the idea of memories being linked to the past. What I think is really beautiful in this image is we have this idea that's juxtaposed, we've got the past and the present merged into each other. It's almost like blending the line between the past and the present, as this image may be conveying a person reliving their memories by being both in the present but reliving the past. So now that we've broken down the question, and we've broken down the image, I want you to give answering this question a go. You have five minutes. Your time starts now.

(soft music) End of Transcript