

**Exam preparation:**

**UNSEEN PASSAGES 60%**

**Section one – Visual Literacy – Media Strategies: (9 %)**

There will be **three MC** and they will examine:

<b>AUDIENCE:</b> demographic	target
<b>FORM:</b> advertisement	blog
Brochure	caption
Collage	comic strip
Commercial	dialogue bubbles/speech balloons
editorial cartoon	graphics
headline	icon
image	lead
logo	medium
poster	print
product placement	white space/blank space
<b>MOTIVE</b> (another word for <b>PURPOSE</b> )	
Agenda	bias
Intent	propaganda

Then there will be a 6 point question focused on **MEDIA STRATEGIES:**

You will be asked to EXPLAIN how TWO TYPES (likely to be identified for you) are used EFFECTIVELY to create MEANING.

THUS, you must know the characteristic/definition of each type and support by way of an example for each and follow up with a statement beginning with: *“This is effective because....explanation.”*

bandwagon	cartoon/cute characters
celebrity endorsement	emotional appeal
facts and figures	gender / sex appeal
name calling	plain folks
shock appeal	snob appeal
testimonials	

**Section one – Visual Literacy –Artistic (6%)**

This will be about **THEME (MESSAGE)** or **TITLE**

and you will asked to support by way of **TWO VISUAL ELEMENTS:**

angle	asymmetry
background	balance
contrast	dominant image
focal point	font
foreground	frame

lighting  
panel  
proportion  
shadow  
symmetry

line  
perspective  
scale  
symbol

**When asked about TITLE, consider the following:**

**How do I create an effective title?**

**Least Effective** - Common, obvious (for example: “Shoe” or “Snails”)

**Satisfactory** - More descriptive (for example: “The Dancing Cat” or “The Wavy River”)

**Good** - More descriptive or imaginative that reach beyond concrete labels (for example: “The Giant’s Finger Puppet”)

**Most Effective** - Abstract but appropriate titles that go beyond the picture and tell a story or create meaning (for example: “The Time of Your Life”)

**Section two – Prose literacy (~22%)**

There will be TWO constructed responses, each worth 6% and at least TEN multiple choice questions.

MC will be:

reading (questions based on the material in the essay)

definition/terms (you will need to know what the terms mean in order to identify them);

application/interpretative (using your knowledge of terms to reach a conclusion pertaining to that specific question).

**TYPES of 6 % questions:**

Audience:

*Who is the intended audience for this passage? Support your answer by way of TWO specific references...*

*Coherence:	parallel structure repetition of key words/phases	pronoun reference transitions: logical oppositional spatial temporal/chronological
*Diction:	connotation colloquial jargon	denotation dialect euphemisms

formal  
slang

informal

*Identify TWO types of diction evident in this passage. Support your answer with one specific reference from the work for each. Explain how these types of diction are effective.*

\*Effectiveness of/significance of particular sentences

*Emphatic devices:	lists in numerical order, bullets punctuation (dash, colon, ellipsis, brackets, exclamation points) deliberate fragments	font (bold, italics, size, caps, underline) repetition and/or parallel structure short sentences/one paragraph sentence
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*What is the purpose of the author's use of emphatic device? Explain and support your response with two specific references to the text.*

*Irony:	situational	verbal
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**\*Methods of development: See Personal Response Writing**

Purpose:

Significance of title:

Theme:

Tone:

*Unity:	closing by return Identified topic sentence	identified thesis repetition of key words and phrases
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\* More likely to be asked in this section of the exam

### **Section Three – Poetry (~23%)**

There will be TWO constructed responses, each worth 6% and at least TEN multiple choice questions.

MC will be:

definition (you will need to know what the terms mean in order to identify them);

reading (questions based on the material in the essay)

application (using your knowledge of terms to reach a conclusion pertaining to that specific question).

**TYPES of 6 % questions:**

Audience

Diction:                      cacophony/euphony                      literal meaning

Effectiveness of/significance of particular sentences

\*Effectiveness of title (see above note about title)

\*Figurative language:    allusion                      apostrophe  
   hyperbole                      metaphor (extended)  
   personification                      pun  
   oxymoron

\*Form:                      refrain                      stanza  
   free verse                      lyric  
   narrative                      ode  
   sonnet

\*Imagery                      auditory, visual, etc.

Speaker                      distinct from author (deals with perspective)

Sound devices:              alliteration                      assonance  
   cacophony                      consonance  
   euphony                      onomatopoeia

**\* More likely to be asked in this section of the exam**

**Written Response (40%)**

**Section Five – Analytic Essay (20%)**

**Essential to read the prompt; apply THREE ‘smaller’ terms to ONE big term**

Terms to apply to your essay (in no particular order):

Antagonist	Character	Flashback
Conflict	Epiphany	Foreshadowing
Foil	Motivation	Dialogue
Protagonist	Stereotype	Imagery
Point of View	Theme	
Figurative language	Symbol	

## Section Six – Personal Response Writing (10%)

Consider the following tips for effective personal writing:

- ✓ Be personal - use first person point of view
- ✓ Use "I think" and "I feel" statements
- ✓ Give your text a creative title
- ✓ Use colloquialisms, figurative language
- ✓ Use diction that reveals your personality and voice
- ✓ Use emphatic devices

Method of Development	Characteristic 1	Characteristic 2	Characteristic 3
<b>Narrative</b>	Chief purpose is to tell a story: Look for narrative hook as opener, as well as anecdotes, analogies	Often first person, but second (you) is applied to draw in the reader, and narrative essays can be in third person	Choice of details: flashback, foreshadowing, symbol as well as choice of transitions (often chronological): how does the story unfold
<b>Descriptive</b>	Purpose is to detail/engage the senses, so look for imagery: Five types Plus kinetic and kinesthetic	Attention to detail: Far more concrete than abstract	Figurative language: simile, metaphor, allusion, personification, etc. As well as active rather than passive verbs
<b>Example and Illustration</b>	Purpose is to make the topic accessible/relatable to the audience, so look for transitions that link one idea to the next	Facts and figures provide examples as do quotations from others and references to other people's ideas and experiences	Can include: personal experiences (1st person pov); experiences of others; hypothetical situations ( <i>Say, for example, you were...</i> )
<b>Argumentative</b>	A: Purpose is to convince the audience that thesis is correct, credible, so look for <b>logical</b> platforms (reasoning that is inductive, deductive or combination of both)	Deductive reasoning is applying a general principle to a specific situation to reach a conclusion; it follows from many similar situations; therefore, it should again	Inductive considers the specific situation to pose a general outcome; eg. Chris Hadfield's experience in space might lead us to draw conclusions about our own.
<b>Persuasive</b>	P: Purpose is to convince through <b>emotion</b> , as people do not tend to be wholly rational, thus look for <b>connotative language</b>	Diction is key in both A&P: besides connotation, look for hyperbole, understatement, use of repetition, irony	Persuasive writing is subjective; thus appeal to fear of the unknown might be evident, as well it often means to provoke some kind of audience response
<b>Cause and Effect</b>	Explores either the reasons WHY something happens or the result of WHAT occurs (but consider most events have multiple causes and effects)	Look for transitions that between reasons or outcomes; they may follow sequentially or be unrelated to each other	Look for unity; everything in the exploration of a specific event must link to it; consider subjectivity and bias may be evident in the writing

<b>Process Analysis</b>	Purpose is to explain how to do something/to instruct	Either <i>directional</i> (logical sequence of step by step) or <i>informational</i> (offers a lesson or teaches about particular event or behavior)	Strategies include coherence; particularly chronological, spatial, logical; thus, transitions are key
<b>Classification and division</b>	Purpose is to separate and group into distinct categories based on specific characteristics (common/uncommon)	Enough distinction is defined/characterized so that categories do not overlap	transitions come into play in order to build coherence, yet to show the differences between varying categories

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