

# 3 Analysing related texts for school-based assessment

## SYLLABUS REQUIREMENTS

In order to develop a greater understanding of how human experiences are represented in texts, you are required to explore a range of **SHORT** related texts in class. You will be assessed on one related text as part of your school-based assessment. However, you are **NOT** required to write about related texts in any module of the HSC English examination, except for the Extension 1 course.

In class you will explore a variety of texts in different forms – both fiction and nonfiction, such as poetry, drama, prose, news reports, etc. It is a good idea to prepare to write about at least one related text in detail. In your class-based assessment, you need to make an informed judgement by analysing how meaning about individual and collective human experiences is created through the text's context, purpose, structure, form, and through the language and/or visual features.

It is important that you choose related texts that relate to the key concepts you have identified in your prescribed text. This will help you to create a strong thesis and consistently develop your ideas in your analytical response required for school-based assessment. In addition, make sure your related text allows you to draw from personal experience to make connections between yourself, the world of the text and your wider world.

## SAMPLE RELATED TEXTS

There are a number of types of human experiences you can explore in related texts. The following types of human experiences were addressed in chapter one, but you may come up with others. These are a guide only, but they will give you a focus, which will provide for a stronger thesis when analytically writing. The types of human experiences include:

- cultural practices
- expression of identity
- life cycles and rites of passage
- emotional, philosophical or psychological reactions and understandings
- imaginative or creative expression
- relationships with other humans and animals
- the development of knowledge (intellectual pursuits, e.g. scientific, literary, mathematical, etc.)
- spiritual and metaphysical practices and understandings
- community practices (creates belonging and includes school, work, social & religious environments)
- interactions between nature, landscape and humankind.

Below are a number of texts you could use as related texts including ways to approach studying and writing about them. Each related text is connected to one of the types of human experiences mentioned above. A modelled response has been given for the first two texts only—**the first an example of a analytical response and the second an example of a creative response.**

### Poem: Interactions between nature and humankind



Below is a poem that explores the connection between man and nature through human observation of the life of bats. As you read the poem, consider the ideas and concepts explored about individual and collective human experiences and how the text invites you to:

- see the world differently
- challenge your assumptions about the world
- think of new ideas about the world we live in.

## 'Flying Foxes, Wingham Brush' by Judith Beveridge

*For Deborah Bird Rose*

Some of the bats are elbowing their way  
along the branches, a collection of broken  
business umbrellas. Some hang like charred

Pods, or look like furry oriental fruit  
wrapped in silk sashes. Others are handling  
the stretch of their black elastomer wings

as carefully as women checking for snags  
in their stockings, ready to step out for the  
night.

But the smell of the place—decades

of urine, faeces, birth fluids, rotting body  
parts and figs, putrid as a munitions factory  
with its cloying nitrates, its biting ammonia.

At dusk when the bats take off, the sky  
becomes a long sheet of gothic lettering—  
some won't return, they'll swing by their

feet on highwires, doomed stuntmen  
still in their leathers. Newly-orphaned bats,  
grief-stricken, will roost on Hills hoists,

snuggle against the lingerie and socks,  
the sharp metal squeaks sounding like calls  
from their mothers. Some believe bats

are demons' hand puppets, the souls of  
unburied infants, death-messengers nibbling  
at the edges of our dreams, but I love to listen

to them sending out their clicks and squeaks,  
flying under the moon, the crystal brew  
of stars; how after sweeping upwards, they'll

backtrack to parks, yards, hearing all the  
angles

and contours in our gardens, soliloquising  
their way through tunnels and labyrinths,

weighing their love of nectar with the love  
of night-flight—scent-resonators  
of the season. Now high in these branches

they're as chatty as children fuelled by  
afternoon sugars. They hug themselves lightly,  
closely, the way tree-lovers hug wood.

Acknowledgement: Judith Beveridge, 'Flying Foxes, Wingham Brush', *Sun Music: New and Selected Poems*, Giramondo, 2018.  
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<https://giramondopublishing.com/product/sun-music-new-and-selected-poems/>

### Vocabulary

Elastomer:	a natural rubber
Cloying:	something that is disgusting due to excess
Nitrates:	naturally occurring corrosive chemical that is salt-based, acidic
Ammonia:	a pungent colourless gaseous alkaline compound

## Modelled response

### How 'Flying Foxes, Wingham Brush' relates to texts and human experiences

As a poetry text, the poem is sensory in tone. The poet explores her sense of wonder for nature, in particular the behaviour bats exhibit and the impact of their existence on humans. The poet personifies the bats as having elbows in 'elbowing their way / along the branches' to create a visual of them huddled together, presumably searching for food along the branches. She continues the visual imagery of the bats through metaphorising them as 'a collection of broken / business umbrellas' and the simile of them as appearing to hang 'like charred / pods'. The enjambment of the lines further emphasises the delight the poet receives from watching these animals as they instinctively interact with each other. However, the poet also explores the less pleasant aspects associated with nature as over a long time the presence of the bats creates conditions that repel humans. She creates this sense through references to 'urine, faeces, birth fluids, rotting body / parts' and metaphorising the bats as 'demons' hand puppets', suggesting they are somehow evil in their intentions. However, the poet's realistic visual and smell imagery is a reminder of the nature of wildlife – it has a particular purpose in maintaining the balance of the ecosystem as shown through the description of the bats as metaphorical 'scent-resonators / of the season', enjoying the nectar from trees, flying through the night.

### Activity

1. How do you relate 'texts and human experiences' to 'Flying Foxes, Wingham Brush'?
2. Create and fill in the table with the appropriate quotes and language forms and features, then provide a brief analysis of what each quote represents about texts and human experiences. An example has been given as a guide.

Quote from the poem	Language forms and features	Messages about 'texts and human experiences'
look like furry oriental fruit wrapped in silk sashes.	simile & metaphor	The poet describes the appearance of the bats by comparing their bodies to everyday things we experience in life, such as exotic fruit and sashes made of silk.
Others are handling the stretch of their black elastomer wings		
putrid as a munitions factory		
feet on highwires, doomed stuntmen still in their leathers.		
the souls of unburied infants, death-messengers nibbling at the edges of our dreams		
but I love to listen to them sending out their clicks and squeaks		
hearing all the angles and contours in our gardens, soliloquising their way through tunnels and labyrinths		
weighing their love of nectar with the love of night-flight		
they're as chatty as children fuelled by afternoon sugars		
They hug themselves lightly, closely, the way tree-lovers hug wood.		

3. Creative response: Think of an example of wildlife that encompasses both negative and positive aspects. Using figurative language and sensory imagery, explore your understanding of its connection to humankind and to you personally.