

6.1 What textual details reveal about a character

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS competing perspectives 不同视角

Objective

Build the skills to compare **competing perspectives** 不同视角.

You must be able to:

- state the three things different perspectives do
- explain why competing perspectives are not a fault
- use disagreement between characters as evidence
- resist deciding which character is right

1 Worked examples

Study these first. Each one shows the method for a task used later.

■ Three effects

Different character, narrator, or speaker perspectives often reveal different information, develop different attitudes, and influence different interpretations of a text and the ideas in it.

■ Not a fault

A long text that lets two characters see the same event differently has not failed to decide; it has supplied a comparison. The disagreement is the material.

■ As evidence

When two characters describe one event, the differences between the accounts are evidence about both of them — what each noticed, what each omitted, what each assumed.

■ Not adjudicating

The analytical question is not who is right but what the difference shows. A text that supplies no way to settle the question is telling you the question is not the point.

2 Practice

2.1 State the three things different perspectives do. [3]

2.2 Explain why competing perspectives are not a fault. [2]

2.3 Two characters describe one event differently.

(a) State what the differences are evidence about. [2]

(b) State the analytical question. [1]

3 Exam-style questions

3.1 Different perspectives influence different [1]

- | | |
|---|---|
| A | B |
| C | D |
- A** interpretations of a text
 - B** page counts
 - C** print runs
 - D** genres

3.2 The analytical question about competing accounts is [1]

- | | |
|---|---|
| A | B |
| C | D |
- A** who is right
 - B** what the difference shows
 - C** which is longer
 - D** which came first

3.3 A text supplies no way to decide between two accounts.

(a) State what this indicates. [1]

(b) Explain what an analysis should do instead. [2]
