



NON-FICTION COMPARISON MODEL ANSWER: MAH & ZEPHANIAH

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SUMMARY OF *CHINESE CINDERELLA* BY ADELINE YEN MAH

Growing up in a wealthy family in 1950s Hong Kong, Mah should have had an enviable childhood, but she was rejected by her dominating stepmother and despised by her brothers and sisters. She was sent to a boarding school and left there. In this extract from her autobiography she relates one of the few occasions when she went home.

SUMMARY OF *YOUNG AND DYSLEXIC? YOU'VE GOT IT GOING ON* BY BENJAMIN ZEPHANIAH

The article was published in The Guardian online, Friday 2 October 2015, and is adapted from Zephaniah's contribution to *Creative, Successful, Dyslexic* (Jessica Kingsley, 2015).

QUESTION

Look in detail at both extracts.

Compare how the writers use language and structure to present childhood challenges.

You could include the writer's choice of:

- words and phrases
 - language features and techniques
 - structural features and techniques
 - sentence forms.
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ADDITIONAL QUESTIONS FOR ANALYSIS

- What do you find interesting?
- What do you like?
- What do you find puzzling?
- What do you find curious?
- What do you notice?
- What do you enjoy about this?
- What do you think will happen next?





- What do you think it's about?
- What do you think about this word/line/image?
- What do you think is special or unique about what you've read?

COMPARISON MODEL ANSWER BETWEEN BENJAMIN ZEPHANIAH'S YOUNG AND DYSLEXIC? YOU'VE GOT IT GOING ON & CHINESE CINDERELLA BY ADELINE YEN MAH

Both Mah and Zepheniah explore challenges of childhood, but from two different perspectives. While Mah explores a complicated relationship with her father that appears to revolve around academic achievement, Zephaniah encourages the 'Young and Dyslexic' to embrace their unique perspective to see the world more creatively.

Mah's introduction is an ambiguous mix of positives and negatives, which could be an indication of her mixed emotions regarding her academic and family life. For example, the opening paragraph begins with the sentence, "Time went by relentlessly, and it was Saturday again." which appears to suggest that time is actually going too fast compared to what she wants. In particular, the adverb 'relentlessly' implies that time is moving forward without mercy or compassion. Furthermore, the phrase "it was Saturday again" could also imply that the weeks and days are passing by in a repetitive and monotonous manner, a perspective which, perhaps, draws sympathy from the reader. However, what is even more ambiguous is the following phrase: 'Eight weeks more and it would be the end of term...' While the previous statement seems negative, this one appears more reminiscent of school children who look forward to the end with excitement, which could elicit empathy from the reader as we can all relate to the feeling of being excited by the end of term; in this case, it is not clear whether Mah is expressing excitement or trepidation. Furthermore, the phrase "in my case, perhaps the end of school forever" suggests that Adeline Yen Mah is uncertain about whether she will be able to continue her education beyond the current term. The use of the word "perhaps" indicates that Adeline is not sure what the future holds, but is hopeful that she will be able to continue her education despite the challenges she has faced. The phrase "end of school forever" may suggest that Adeline values her education and sees it as an important part of her life, and so is worried about the possibility of not being able to continue. Perhaps the mixed messaging in Mah's opening paragraph is deliberate because she may well be looking forward to the end of term, while also being concerned about what the future holds for her future.

Similarly, one of the most noticeable aspects of Zephaniah's opening paragraph is the contrast between positive and negative elements; for example, the first person perspective, indicated by the use of the pronoun "I," is combined with emotive language in the verb "suffered", thus evoking sympathy from the reader because it conveys the personal and emotional impact of dyslexia on the author's own life. Furthermore, by positioning himself as the narrator through the use of the first person pronoun, Zephaniah gives the reader a gateway to understanding the issue of dyslexia vicariously through his own eyes and experiences, making it more relatable and personal for the reader. However, the paragraph concludes in a positive tone with the use of parallelism in the quote, "We are the architects, we are the designers," which may have several effects on the reader. Firstly, it appears to emphasise the agency and power of young people with dyslexia, potentially boosting the reader's confidence and sense of capability in shaping their own lives and futures, especially if they have been diagnosed with dyslexia. Moreover, the rhythmic structure and repetition of the quote may also make it more memorable and inspiring, encouraging the reader to take action and make a positive impact. Additionally, the repetition of the phrase "we are" and the use of a parallel structure may





create a sense of unity and solidarity among young people with dyslexia, fostering a sense of belonging and connection to others with similar experiences.

Overall, Mah's language and structure suggest she was facing uncertain and possibly difficult circumstances in regard to her education, and is hoping for a positive outcome despite these challenges, while Zephaniah's use of the words "architects" and "designers" suggests that he sees young people with dyslexia as having the ability to create and build something new and innovative. These words also imply that the process of creating and designing one's own life requires thought, planning, and care, as one might put into designing a building or a product.

A BETTER ALTERNATIVE TO PEE: TTECEA

WHAT?	<ul style="list-style-type: none">• Topic sentence (point)
HOW?	<ul style="list-style-type: none">• Technical terminology• Evidence (quote) + minor effect• Close analysis (zoom in perceptively)
WHY?	<ul style="list-style-type: none">• Effects on the reader/audience (emotions, what does the author make us focus on, think about)• Author's purpose

- Topic sentence (point)
- Technical terminology
- Evidence (quote) + minor effect
- Close analysis (zoom in perceptively)
- Effects on the reader/audience (emotions, what does the author make us focus on, think about)
- Author's purpose

In this passage, it is conceivable to interpret the storm as a mirror of Alex's personality or even as a metaphor for his emotional anguish at his mother's illness. For instance, Isabelle Allende seems to use a semantic field of violence in 'lashing... roaring... furious... pounding... tangled', which may be intended to represent Alex's unsettled mental state concerning his mother's ailment. Particularly, the verb 'lashing' may suggest to the reader that Alex desires to lash out in response to the emotional agony he is experiencing as a consequence of his mother's apparent impending demise. Similarly, the adjective 'furious' might indicate that it is not the ocean which is 'furious,' but rather Alex's inner emotion that the author is projecting onto the environment to assist the reader in comprehending his dire situation. Furthermore, the author's usage of semantic field ties back to the "black bird" at the opening of the extract, which we may argue symbolises his mother's death via the colour "black." As a result, when we consider all of these methods together, we can see Allende is aiming to evoke





sympathy or possibly empathy from the reader, because we can all identify with the experience of losing a loved one.

KEY

- TOPIC SENTENCE ABOUT ONE OF THE TEXT'S THEMES
- TECHNICAL TERMINOLOGY
- TENTATIVE LANGUAGE
- TECHNICAL TERMINOLOGY + EFFECTS = PERCEPTIVENESS & DETAIL
- AUTHOR'S PURPOSE + DETAILED DEVELOPMENT OF EFFECTS + ALTERNATIVE VIEW = PERCEPTIVENESS & DETAIL

SENTENCE STARTERS FOR GRADE 9 ANALYSIS

[TOPIC SENTENCE ABOUT ONE OF THE TEXT'S THEMES]

As an example/for instance, the author/[AUTHOR'S NAME] (seems) to utilise [NAME OF TECHNIQUE] in [SHORT QUOTATION] which may be intended to [VERB TO INDICATE EFFECTS] + [MORE DETAIL + THEMATIC EXPLORATION]

In particular/particularly, the [TYPE OF WORD + QUOTE] perhaps [VERB TO INDICATE EFFECTS] ... [EMOTIONAL EFFECTS] + [DETAIL].

Throughout the novel, the author... – a structure that helps to discuss a long-running theme

At first glance, the character appears... However... – a structure supporting comparison between surface and deep features of a character

Both poems... However, poem A... whereas poem B... – a structure for comparing two poems

PHRASES FOR GRADE 9 COMPARISON

alike, also, in the same way, like, likewise, resembling,

PHRASES FOR GRADE 9 CONTRASTING





after all, although, and yet, but, conversely, despite, difference, dissimilar, even so, even though, granted, however, in contrast, in spite of, instead, nevertheless, nonetheless, notwithstanding, on the contrary, on the other hand, otherwise, regardless, still, though, unlike, while this may be true, yet

