**Stage 2 English**

**External Assessment: Assessment Type 3 Comparative Analysis (30%)**

**Task:** Complete a written comparative analysis of two texts evaluating the ways in which language features, stylistic features and conventions have been utilised by the authors to represent ideas, perspectives and aspects of culture in order to influence audiences.

Select TWO texts from the following ensuring that the selection offers a successful opportunity for comparison:

* Extended texts
* Film texts
* Media texts

Select ONE option as the text type for your response ensuring that you are able to fulfil the conventions of the selected form:

* Review
* Report
* Blog
* Analytical essay

**Assessment:** Note that **ALL** of the criteria below will be assessed.

**Knowledge and Understanding**

KU1 Knowledge and understanding of ideas and perspectives in texts.

KU2 Knowledge and understanding of ways in which authors use language features, stylistic features, and conventions to make meaning.

KU3 Knowledge and understanding of ways in which texts are created for different purposes, audiences, and contexts.

**Analysis**

An1 Analysis of language features, stylistic features, and conventions, and evaluation of how they influence audiences.

An2 Analysis and evaluation of ways in which ideas, perspectives, and/or aspects of culture are represented in texts.

An3 Analysis of similarities and differences in texts.

**Application**

Ap1 Use of language features to create coherent texts that address the purpose, audience, and context.

Ap2 Use of evidence from texts to develop and support a response.

Ap3 Use of clear, accurate, and fluent expression.

**Task needs to include reference to (criteria unpacked):**

**Context:** the environment in which a text is responded to or created. Context can include the social, historical, and cultural conditions in which a text is responded to and created (the context of culture) or the specific features of its immediate environment (context of situation).

What is the context of the text? What is the purpose of the text?

**Audience:** the group of readers, listeners, or viewers that the writer, film-maker, or speaker is addressing. Audience (real and implied) includes an individual, students in the classroom, and the wider community.

Who is the target audience of the text?

**Ideas:** the content of the text, the main concerns of the writer, their purpose in writing and their beliefs. Depending on the text type, consider the controlling idea or central themes explored. Consider the ways in which culture (the ideas, customs and social behaviours of a group of people) is revealed and presented.

What are the ideas in the texts?

**Perspective:** What a reader/viewer brings to a text, or the way in which a reader/viewer is positioned by the author through the text, or how a particular ideology is embedded in a text (e.g. a feminist perspective).

What perspectives are presented in the texts?

**Evaluation:** a verdict as to what extent a text is successful in its purpose, content and impact upon the audience. In order to come to this conclusion you need to consider the texts, your comparison and then come to a final conclusion, basing your decision on what you judge to be the most important factors and justify your choice(s).

This information can be placed throughout your response as you consider comparative elements of the texts. It does not have to be placed exclusively at the conclusion of the response.

Which text is most effective in one or more areas of analysis above and why (for what reasons) is this the case?

**Language features:** the features of language that support meaning (e.g. sentence structure, vocabulary, punctuation, figurative language, framing, camera angles). These choices vary according to the purpose of a text, its subject matter, audience, and communication mode.

How (in what ways) do the authors use language features to make meaning?

How (in what ways) do the selected language features influence the reader?

How (in what ways) are the selected language features effective?

**Stylistic features:** the ways in which aspects of texts (e.g. words, sentences, images) are arranged and how they affect meaning. Style can distinguish the work of individual authors (e.g. Henry Lawson’s poems), as well as the work of a particular period (e.g. Elizabethan drama), or of a particular text type (e.g. recipes, scientific articles). Examples of stylistic features are narrative viewpoint, structure of stanzas, juxtaposition, nominalisation, alliteration, metaphor, and lexical choice.

How (in what ways) do the authors use stylistic features to make meaning?

How (in what ways) do the selected stylistic features influence the reader?

How (in what ways) are the selected stylistic features effective?

**Convention:** An accepted practice that has developed over time and is generally used and understood, for example, the use of specific structural aspects of texts, such as in report writing, sections for introduction, background, discussion, and recommendations.

How (in what ways) do the authors use conventions to make meaning?

How (in what ways) do the selected conventions influence the reader?

How (in what ways) are the selected conventions effective?

**What is comparison?**

Comparison is a higher order thinking skill. In the case of this task, you are expected to undertake the following steps in order to construct an independent comparative analysis of two texts.

* Analyse Text One
* Analyse Text Two
* Consider what is the same about these texts.
* Consider what is different about these texts.
* Consider the most significant aspects of what is the same **and/or** what is different to include in your response.
* Ensure that the selected content for analysis explicitly addresses performance standard criteria.

**A suggested framework for organising analysis**

Consider use of the following table to assist you with the analysis and comparison of texts as you analyse them individually and as you plan your comparison.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Topic for consideration** | **Text One**  **Evidence** | **Text Two**  **Evidence** | **Similarities within the texts** | **Differences within the texts** | **Most significant point selected and linked to criteria** |
| e.g. characterisa-tion and representation of women |  |  |  |  |  |

**Framework for a Response following analysis and comparison tasks**

You have 2000 words to use in order to demonstrate your knowledge and understanding, comparative analysis and application skills for this task.

Your response to this task must be written.

This may seem like a substantial word count; however, you will gather much more than this as you analyse the individual texts and work on the planning table.

You will not be able to write **everything** that you would like to in the response that you will create.

Instead you will need to prioritise and select the topics you choose ensuring that you consider what is the same and what is different about the texts.

Remember that your comparison will be most effective if you treat the texts with equal importance and attention to word count.

You should construct your response in order to compare the texts throughout as opposed to analysing the texts separately and then considering them together at the conclusion.

**Performance Standards for Stage 2 English – Assessment Type 2**

| - | **Knowledge and Understanding** | **Analysis** | **Application** |
| --- | --- | --- | --- |
| **A** | Comprehensive knowledge and understanding of ideas and perspectives in a range of texts.  Thorough knowledge and understanding of the ways in which creators of texts use a range of language features, stylistic features, and conventions to make meaning.  Extensive knowledge and understanding of a wide range of ways in which texts are created for different purposes, audiences, and contexts. | Complex analysis of ideas, perspectives, and/or aspects of culture represented in texts.  Perceptive analysis of language features, stylistic features, and conventions used in texts, and thoughtful evaluation of how these influence audiences.  Critical analysis of similarities and differences when comparing texts. | Versatile and precise use of language and stylistic features to create a wide range of coherent texts that address the purpose, audience, and context.  Fluently integrated use of evidence from texts to develop and support a response.  Sophisticated use of accurate, clear, and fluent expression. |
| **B** | Knowledge and understanding of ideas and perspectives in a range of texts.  Knowledge and understanding of the ways in which creators of texts use a range of language features, stylistic features, and conventions to make meaning.  Knowledge and understanding of a range of ways in which texts are created for different purposes, contexts, and audiences. | Detailed analysis of ideas, perspectives, and/or aspects of culture represented in texts.  Detailed analysis of language features, stylistic features, and conventions, and evaluation of how these influence audiences.  Clear analysis of similarities and differences when comparing texts. | Accurate use of language and stylistic features to create a range of coherent texts that address the purpose, context, and audience.  Appropriate use of evidence from texts to develop and support a response.  Consistent use of accurate, clear, and fluent expression. |
| **C** | Knowledge and understanding of some ideas and perspectives in texts.  Knowledge and understanding of the ways in which creators of texts use some language features, stylistic features, and conventions to make meaning.  Knowledge and understanding ways in which everyday texts are created for different purposes, contexts, and audiences. | Analysis of some ideas and perspectives represented in texts.  Description and some analysis of different language features, stylistic features, and conventions, and/or some evaluation of how these influence audiences.  Analysis of some similarities and differences when comparing texts. | Generally accurate use of language and stylistic features to create texts that address the purpose, context, and audience.  Selection of some evidence from texts to develop and support a response.  Appropriate use of accurate, clear, and fluent expression. |
| **D** | Knowledge and understanding of some ideas in a narrow range texts.  Some knowledge and understanding of the ways in which creators of texts use language features and conventions to make meaning.  Knowledge and understanding of ways in which some everyday texts are created for different purposes and audiences. | Description of some ideas in texts.  Description of some language features, stylistic features, and/or conventions.  Description of some similarities and differences in texts. | Use of some language and stylistic features to create a narrow range of texts.  Partial use of basic evidence from texts to develop a response.  Inconsistent use of expression. |
| **E** | Identification of an idea in a text.  Identification of a limited range of ways in which creators of texts use language techniques.  Recognition of one or more ways in which a familiar text is created. | Reference to an idea in a text.  Recognition of language or stylistic features.  Recognition of a simple connection between texts. | Restricted use of language or stylistic features to create a text.  Limited use of evidence from a text in a response.  Limited use of clear expression. |