**Stage 2 English**

**Assessment Type 3: Comparative analysis - Task sheet and student record**

*Complete a written comparative analysis of two texts and evaluate how the language features, stylistic features, and conventions in these texts are used to represent ideas, perspectives, and/or aspects of culture, and to influence audiences.*

**1. Select two texts to compare.** Select texts from extended texts (e.g. novels, biographies etc.), poetry, drama texts, film texts or media texts.

Consider the text types you have read and enjoyed over the last two years of senior English classes. Do not select texts studied in other parts of the assessment program but you may use texts that are similar in type and purpose. Is there an author you particularly enjoyed or a poet or do you find media or internet sourced texts the most interesting?

You can choose to compare two similar texts such as two novels, two news programs, or two poems or you can select across text types for example comparing a film and a novel or a newspaper with a television news report.

The texts need to be challenging enough to allow you to write up to a maximum of 2000 words and demonstrate comparative analysis. The texts should have some similarities and some differences as a basis for comparison. For example, they may explore similar ideas (e.g. racism) or similar events (e.g. a news event) or be similar text types (e.g. action movies) or be by the same author or poet. If the texts have no connections at all the comparison will be limited.

Once you have decided on texts check their suitability with your teacher. List the two texts you have chosen:

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| 1. **Title:** |
| **Author/Director:** |
| **Referencing details (if the text is a media text)** |
|  |
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| **Author/Director:** |
| **Referencing details (if the text is a media text)** |
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**2. Decide the text type you will write to present the comparative analysis.**

The task **must be written** but could be presented as a comparative essay, a speech transcript, a blog, a series of journal entries, a report or any other written form that allows you to demonstrate achievement.

The form you select will influence how you organise your ideas and the conventions you will follow.

For an **essay** you might decide to design a specific question to answer. For example:

* Compare the ways Atwood in *The Handmaid's Tale* and Armstrong in *Little Women* influence the reader to identify with the cause of women.
* Compare the ways one print or online news report and one TV current affairs program presents the same story.
* Compare the effect of the narrative point of view in *The Curious Incident of the Dog in the Nighttime* and *The Boy in the Striped Pyjamas*.

For **a blog or journa**l you might write from the first person point of view, developing ideas as you go without a specific question but comparing throughout.

For a **speech transcript** you might adopt an imagined or real persona and consider the audience. The speech transcript may be designed to convince a book award organisation why one book should win and not the other or why this journalist should win an award but not this one. It could be a more informal speech for your book club where you convince them to see the movie of a book.

For a **report** it is likely that you would use headings to organise your information such as

1. Ideas 2. Conventions 3. Audience

The headings should be specific to your texts.

Once you have decided the form of your writing check the suitability with your teacher.

**The form of the text I will write is:**

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**The question I have designed or the audience I am addressing or the conventions I need to consider (e.g. first person, sub headings etc.) when writing this are:**

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In this task you should:

1. demonstrate knowledge and understanding of ideas and perspectives in the texts (KU1)
2. demonstrate knowledge and understanding of the ways the authors of the two texts use language features, stylistic features, and conventions (KU2)
3. demonstrate knowledge and understanding of the ways the two texts are created for different purposes, audiences, and contexts (KU3)
4. analyse and evaluate the ways ideas, perspectives, and/or aspects of culture are represented in the texts (An1)
5. analyse the language features, stylistic features, and conventions, and evaluate how they influence the audience (An2)
6. analyse the similarities and differences between the two texts (An3)
7. use language features and conventions appropriate to the text type you have chosen to write (Ap1)
8. use evidence form the texts (Ap2)
9. produce clear and coherent writing, using appropriate vocabulary (Ap3)

Performance Standards for Stage 2 English

| - | 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. |