Stage 2 English

Assessment Type 3: Comparative Analysis

The comparative analysis must be a product of independent study but it is appropriate for the teacher to advise and support in choosing texts to compare, and design a question or topic on which to base your response.

You will 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.

These texts must be selected from within or across the following categories:

* extended texts
* film texts

In completing the comparative analysis, you must not use texts read or viewed in other parts of the assessment program. However, you may use texts that are similar in type and purpose.

**How will you choose your texts?**

To ensure that the texts have the necessary level of complexity to write up to 2000 words, you are advised to refer to the recommended list of novels and films at this link: <https://www.sace.sa.edu.au/documents/652891/3533774/Recommended+text+list.docx/34084e56-f93b-4ce1-9255-4321c5649315>

The following websites may also be useful in the decision process:

<https://www.goodreads.com>

<http://www.imdb.com>

**How will you present your response?**

The comparative analysis must be written, but there is some choice regarding the form.

1. **Comparative Essay**

Some sample questions:

1. In what ways do (names of creators) develop the idea of (name the idea) in (title of text) and (title of text), respectively?
2. The texts, (title and creator) and (title and creator), both explore the idea of (name the idea). Discuss the ways the creators have used language and stylistic features to present the idea and shaped the audience’s response.
3. Compare the ways in which (name of creator) and (name of creator) have explored different perspectives of the same ideas in their respective texts.

**2. Report**

This format will allow you to use headings, sub-headings to discuss aspects of the two texts such as, context, audience, ideas/themes, language/stylistic features, conventions, audience response/interpretation.

The comparative analysis should be a maximum of 2000 words.

**Assessment Design Criteria**

**Knowledge and Understanding**

The specific features are as follows:

KU1 Knowledge and understanding of ideas and perspectives in texts.

KU2 Knowledge and understanding of ways in which creators of texts 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**

The specific features are as follows:

An1 Analysis of ideas, perspectives, and/or aspects of culture represented in texts.

An2 Analysis of language features, stylistic features, and conventions, and evaluation of how they influence audiences.

An3 Analysis of similarities and differences when comparing texts.

**Application**

The specific features are as follows:

Ap1 Use of language and stylistic features to create 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.

**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. |