**Stage 2 English**

EXTERNAL ASSESSMENT

Comparative Study

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SACE Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Task: 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 the audience.

1. Select two texts which are linked in some way. This can be:

* Text type
* Author
* Ideas, perspectives and or aspects of culture
* Same text adapted into different text types such as a film and novel that tell the same story
* Purpose
* Audience
* Context

1. Select one of the following options to formulate a response to in relation to your two chosen texts:
2. Compare the techniques used by authors of two texts to explore ideas and achieve their purpose.
3. Compare the approaches used to reinforce a similar idea(s) and draw a response from different/similar audiences in two different texts.
4. Compare the features used by the same author of two different texts to explore idea(s) and their effect on the audience.

NOTE: Draw on your prior learning about making a critical, analytical comparison of two texts completed in other areas of the course. Furthermore, complete your Comparative Study Booklet so that you are equipped with necessary text details to complete the task.

Task Duration: 2, 000 words written

Draft Due Date: Your last English lesson of Week 5, Term 3

Final Due Date: Your last English lesson of Week 7, Term 3 – NO EXTENSIONS! \*\*possibly earlier!

Presentation Requirements for Written Assessment: (use as a checklist) DRAFT

Size 11 Calibri font

Do not narrow margins

Title of subject

Title of task

Title of texts

Write question out

Double line spacing + extra spacing between paragraphs

Footer with your first and last name and SACE ID **(Final=SACE ID only)**

Word count stated at end of document

|  |  |  |  |
| --- | --- | --- | --- |
| Performance Standards for Responding to Texts | | | |
|  | Knowledge and Understanding | Analysis | Application |
| A | Comprehensive knowledge and understanding of the ideas and perspectives in a range of texts.  Thorough knowledge and understanding of the ways in which authors 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. | Perceptive analysis of language features, stylistic features, and conventions used in texts, and thoughtful evaluation of how they influence audiences.  Sophisticated analysis and evaluation of ways in which ideas, perspectives, and aspects of culture are represented in texts. | Versatile and precise use of language features to create a wide range of coherent texts that address the purpose, audience, and context.  Fluently incorporated use of evidence from texts to develop and support a response.  Sophisticated use of accurate, clear, and fluent expression. |
| B | Knowledge and understanding of the ideas and perspectives in a range of texts.  Knowledge and understanding of the ways in which authors 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 language features, stylistic features, and conventions, and evaluation of how they influence audiences.  Detailed analysis and some evaluation of ways in which ideas, perspectives, and aspects of culture are represented in texts. | Accurate use of language 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 of the ideas and perspectives in a narrow range of texts.  Knowledge and understanding of the ways in which authors of texts use some language features, stylistic features, and conventions to make meaning.  Knowledge and understanding of a range of ways in which everyday texts are created for different purposes, contexts, and audiences. | Description and some analysis of different language features, stylistic features, and conventions, and some evaluation of how they influence audiences.  Analysis of some ideas and perspectives represented in texts. | Mostly accurate use of language features to create a narrow range of 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 texts.  Some knowledge and understanding of the ways in which authors of texts use language techniques 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 language features.  Description of some ideas in texts. | Use of some language features to create a narrow range of texts.  Partial use of basic evidence from texts to develop a response.  Inconsistent use of accurate expression. |
| E | Identification of an idea in a text.  Knowledge and understanding of a restricted range of ways in which authors of texts use language techniques.  Some knowledge and understanding of a familiar text. | Recognition of language features.  Reference to an idea in a text. | Use of language features to create a text.  Limited use of evidence from a text in a response.  Occasional use of clear expression. |