Stage 2 English

External Assessment (30%)

Comparative Analysis of Two Texts

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



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 audiences.
* These texts can be selected from one or more of the following categories:
  + extended texts (a novel, a graphic novel, a collection of short stories, a biography, or other non-fiction prose text)
  + poetry (a poet study, anthology, theme study, song lyrics
  + drama texts (play text or live performance)
  + film texts (feature film)
  + media texts (advertisements, talkback radio programs, magazines, technical journals, news presentations, sports reporting, political commentary or cartoons, editorials, websites, social media, blogs, podcasts, gaming, and other forms of digital media)

PLEASE NOTE:

* In completing the comparative analysis draw on learning from, but without using, texts read or viewed in other parts of the assessment program. However, texts that are similar in type and purpose may be used.
* The comparative analysis must be a product of independent study, but it is appropriate for teachers to advise and support students in choosing texts to compare. Students must not complete the comparative analysis as a shared exercise.
* Texts selected MUST be language rich and have adequate depth to support an extended analytical response.

TASK DURATION

* The comparative analysis should be a maximum of 2000 words.

DUE DATES

Draft: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Final: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ASSESSMENT

* All Assessment Design Criteria are addressed in this task:

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 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

The specific features are as follows:

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

The specific features are as follows:

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.

PERFORMANCE STANDARDS

* Similarly, all Performance Standards are used to judge the Comparative Analysis.

| - | 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.  Critical analysis of similarities and differences when comparing 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.  Thorough analysis of similarities and differences when comparing 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.  Analysis of some similarities and differences when comparing 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.  Description of some similarities and differences 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.  Recognition of a simple connection between texts. | Use of language features to create a text.  Limited use of evidence from a text in a response.  Occasional use of clear expression. |

TEXT SUGGESTIONS

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Novels | Drama Texts | Poetry | Film | Television |
| Burial Rites  The Help  The Book Thief  Gone Girl  One Flew Over the Cuckoo’s Nest  Atonement  The Kite Runner  The Great Gatsby  Snow Falling on Cedars  Pride and Prejudice  White Tiger  Girl with a Pearl Earring  A Clockwork Orange  The God of Small Things  Life of Pi  The Lovely Bones  Nineteen Eighty-four  The Colour Purple  And All the Birds Sing  The Reader  The Messenger  Maus  The Light Between Oceans  The Bell Jar  Freedom Writers  The Handmaid’s Tale  The Slap  The Dressmaker  Cloudstreet  The No. 1 Ladies Detetive Agency | A Doll’s House  The Crucible  Stolen  Educating Rita  A Streetcar Named Desire  The Removalists  When the Rain Stops Falling  Hamlet  King Lear  Waiting for Godot  The Birthday Party  Death of a Salesman  A Free Man of Colour  Doubt  Rosencrantz and Guildenstern are Dead  Othello  Our Town  Any State Theatre productionh | Oodgeroo Noonuccal  Sylvia Plath  John Keats  D. H. Lawrence  W. H. Auden  Maya Angelou  Pablo Neruda  Edgar Allen Poe  Robert Frost  Emily Dickinson  Thomas Hardy  Walt Whitman  E. E. Cummings  William Blake  T. S. Elliot  Seamus Heaney  Luca  Manal Younas  James Joyce  Rudyard kipling  Wilfred Owen  Dylan Thomas  Lord Alfred Tennyson  William Wordsworth  William Butller Yeats | Any adaptations of the novels listed  A Beautiful Mind  Girl, Interrupted  Little Miss Sunshine  The Eternal Happiness of the Spotless Mind  Midnight in Paris  Garden State  Argo  Psycho  Children of Men  V for Vendetta  Samson and Delilah  The Hurt Locker  Pan’s Labyrinth  Oranges and Sunshine  Crash  Slumdog Millionaire  Cabaret  The Pianist  American Beauty  Trumbo  12 Years a Slave  American Sniper  Room  Brooklyn  The Revenant  Spotlight  Bridge of Spies  A Girl in the River: The Price of Forgiveness  Mad Max: Fury Road  Black Swan  Million Dollar Baby  The Artist  Gladiator  Inception  Captain Phillips  Kingsmen: The Secret Service  Donnie Darko  The Intouchables  Fury  Interstellar  The Kings Speech | A Louis Thoreux episode  You Can’t Ask That  Sherlock  Elementary  Kitchen Cabinet  Jamie Oliver  Nigella Lawson  Silvia’s Italian Table  Anh’s Brush with Fame  Julia Zemiro’s Home Delivery  Pictures of You  Who do you think you are?  Grand Designs  Dream Build  Restoration Man  Backroads  Joanna Lumley’s Japan  Redesign My Brain  Media Watch  The Gruen Transfer  Clever Man  Janet King  The Kettering Incident  Broadchurch  First Tuesday Book Club  What I Wrote  Australian Story  Attitude  Dream House |
| Short Stories |
| The Story of an Hour  The Veldt  The Tell Tale Heart  The Secret Life of Walter Mitty  The Monkey’s Paw  The Egg  To Build a Fire  The Nightingale and The Rose  Stone Mattress  A Perfect Day for Bananafish  Symbols and Signs  A Haunted House  Breakfast at Tiffany’s  The Lottery  Puppy |

Stage 2 English Comparative Analysis Planning Sheet

Basic Text Details

|  |  |  |
| --- | --- | --- |
| Examples | Text One | Text Two |
| Title |  |  |
| Author |  |  |
| Publication date |  |  |
| Publication place |  |  |
| Text type |  |  |
| Genre |  |  |
| Ideas, perspectives, aspects of culture |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Techniques | Text One Examples | Text Two Examples | Common ideas, perspectives and or aspects of culture   * Identify and provide examples * They are usually universal/reflective of dominant social values/wider ideas: war, loss, grief, oppression, family, prejudice, passage of time, love, identity, coming of age, redemption, loyalty, fascism, regret, freedom, hope, environmentalism, search for fulfilment, identity, the natural world, tragedy, gender, death, spirituality, friendship, nostalgia | Effect   * How the audience is positioned to respond to the text? * How do the techniques serve to meet the expectations of the audience? * What appeals do the texts make to audience emotions or values? |
| Conventions  There are conventions that define each text type in terms of the way they are organised and structured.  Text type examples:   * Novels * Films * Drama texts * Poetry * TV shows * Media Articles for magazines/newspapers * Websites * Blogs |  |  |  |  |
| Language Features  Similarly, specific metalanguage (language we use to talk about language) is used in specific texts in order to achieve the desired tone (ie, formal/informal)  Language features include: metaphors, simile, hyperbole, alliteration, personification, allusion, symbolism, onomatopoeia etc. |  |  |  |  |
| Stylistic Features  Consider the aural and visual text features.   * Colour * Layout   Style refers to the tone of a text  Consider how tone is achieved through the way stylistic choices are used in terms of their suitability for the audience and purpose and how it is achieved.  Consider   * Formal * Informal * Ironic * Sophisticated * Humorous * Reverent * Shocking * Enlightening * Sympathetic * Hopeful * Sad * Depressing * Confronting * Other |  |  |  |  |
| Context   * Time setting * Place setting * Dominant social values * Themes * Ideas * Cultural perspectives * other |  |  |  |  |
| Audience   * Age * Gender * Race * Culture * Interest * Political persuasion * Education * Other |  |  |  |  |
| Purpose   * Inform * Persuade * Educate * Entertain * Other |  |  |  |  |

Select one of the questions to respond to in your written comparative analysis of two texts:

1. Compare the techniques used by authors of two texts to explore ideas and achieve their purpose.

1. Compare the approaches used to reinforce a similar idea(s) and draw a response from different/similar audiences in two different texts.
2. Compare the features used by the same author of two different texts to explore idea(s) and their effect on the audience.

NOTE: Ensure that you compare and contrast the author(s) use of language features, stylistic features and conventions to influence audience response to one or more common ideas, perspectives and or aspects of culture.

Now, replace ‘authors’ with the actual authors of your texts and ‘two texts’ with the titles of your texts. You may also wish to specify the features and or ideas, perspectives and or aspects of culture you end up focusing on in your final piece. Write it in the box below.

|  |
| --- |
|  |

Now, you are ready to begin writing your first draft.

Remember: The final, polished draft you get your teacher to check is the only one they can give you feedback on. As such it should be of the highest possible standard you are capable of producing independently. However, you may ask questions about isolated sections of your work as required.