

Responding to Texts in English at Stage 2

Students demonstrate a critical understanding of the language features, stylistic features, and conventions of particular text types and identify the ideas and perspectives conveyed by texts. This includes how language conventions influence interpretations of texts, and how omissions and emphases influence the reading and meaning of a text. Students reflect on the purpose of the text and the audience for whom it was produced.

The evaluation of the different ideas, perspectives, and/or aspects of culture represented in texts is achieved through the analysis of purpose, context, and language features through, for example, comparing a feature article or the reporting of current events from different newspapers in diverse cultural communities. Students may also evaluate the use of language features to create meaning, and consider how their own perspectives might influence their responses.

When responding to texts, students compare and contrast the distinctive features of text types from the same or different contexts. This may be done by analysing and evaluating how different authors employ the language features, stylistic features, and conventions of texts when exploring similar themes, ideas, concepts, or aspects of culture. Students compare the contexts in which texts are created and experienced. They also consider how the conventions of text types can be challenged or manipulated.

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

Students 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
- poetry
- drama texts
- film texts
- media texts

In completing their comparative analysis students may draw on learning from, but must not use, texts read or viewed in other parts of the assessment program. However, students may use texts that are similar in type and purpose.

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.

The comparative analysis should be a maximum of 2000 words.

Task needs to include (criteria unpacked):

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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: Consider the content of the text to determine 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 also 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.

- A. Analyse Text One
- B. Analyse Text Two
- C. Consider what the same about these texts.
- D. Consider what is different about these texts.
- E. Consider the most significant aspects of what is the same **and/or** what is different to include in your response.
- F. 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
Eg: characterisation 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.