# 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?**

|  |  |  |
| --- | --- | --- |
|  | **Text 1:** | **Text 2:** |
| **Context of:** |  |  |

**What is the purpose of the text?**

|  |  |  |
| --- | --- | --- |
|  | **Text 1:** | **Text 2:** |
| **Purpose of:** |  |  |

# 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?**

|  |  |  |
| --- | --- | --- |
|  | **Text 1:** | **Text 2:** |
| **Audience of:** |  |  |

# 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?**

|  |  |  |
| --- | --- | --- |
|  | **Text 1:** | **Text 2:** |
| **Ideas:** |  |  |

# 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?**

|  |  |  |
| --- | --- | --- |
|  | **Text 1:** | **Text 2:** |
| **Perspectives:** |  |  |

# 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?**

|  |  |  |
| --- | --- | --- |
|  | **Text 1:** | **Text 2:** |
| **Effectiveness of:** |  |  |
| **Reasons:** |  |  |

# 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.*

1. **Analyse Text One**
2. **Analyse Text Two**
3. **Consider what is the same about theses texts.**
4. **Consider what is different about these texts**
5. **Consider the most significant aspects of what is the same and/or what is different to include in your response.**
6. **Ensure that the selected content for analysis explicitly addresses performance standard criteria.**

*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*  |  |  |  |  |  |