**Stage 2 Essential English (with an EAL focus)**

**Assessment Type 3: Language Study (External Assessment)**

**Comparing texts for different audiences**

In this task you will compare language used in similar texts aimed at different audiences, to demonstrate your understanding of how language is used in a social context.

Choose two or more texts (or sets of texts) that have related purposes but are aimed at or created by different groups of people. Your target groups might differ by language, culture, gender, generation or role. These examples might inspire your own ideas:

* 1: The spoken language on “If you are the one” dating show on SBS  
  2: The English subtitles on “If you are the one”
* 1: An advertising campaign (TV, radio, online and print) for McDonald’s in Australia  
  2: An advertising campaign for McDonald’s in the Philippines
* 1: The speech and body language of a car salesperson with a female customer  
  2: The speech and body language of a car salesperson with a male customer
* 1: Online information for teenagers about safe use of social media  
  2: Online information for parents about safe use of social media
* 1: Safety information and signs in a supermarket directed towards customers  
  2: Safety information and signs in a supermarket directed towards employees
* 1: The printed instructions for assembling an item of flat-pack furniture  
  2: The conversation between a husband and wife when assembling flat-pack furniture
* 1: Chat in a World of Warcraft players’ forum  
  2: Commentary of a World of Warcraft tournament

Record samples of these texts. You may need to copy, download, audio record or video record them.

For your chosen texts, include:

* an introduction, describing the context, question, or hypothesis and the selected language resources
* an explanation of the shared context in which these texts are used, and the purpose of each text
* a description of the language used in each text and examples of significant features
* an analysis of the language in the selected resources and the extent to which that supports or answers the question or hypothesis for example:
  + similarities between Text 1 and Text 2
  + differences between texts
  + specific cultural or role-related understandings that are required for each text to be effective
  + reasons behind the similarities or differences
* evidence from the selected resources that supports the analysis
* a conclusion about the use of language in the chosen context.

The language study should be a maximum of 1500 words if written or 8 minutes if presented in oral form. If presented in multimodal form, the length should be equivalent.

You should choose a structured text type that effectively communicates your findings. Written: Report, Poster, Annotated text samples

* Oral: Live oral presentation, Voice recording
* Multimodal: Slides, Slides with voiceover, Video, Infographic

**Stage 2 Essential English Performance Standards**

| - | **Communication** | **Comprehension** | **Analysis** | **Application** |
| --- | --- | --- | --- | --- |
| **A** | Consistently clear and coherent writing and speaking, using diverse and sophisticated vocabulary.  Sophisticated use of consistently appropriate textual conventions and register for context and purpose. | Thorough comprehension of the information, ideas, and perspectives in a range of texts.  Sophisticated comprehension of ways in which the creators and readers of texts use a wide range of language choices and stylistic features to make meaning. | Comprehensive analysis of ways in which creators of a range of texts convey information, ideas, and perspectives  Sophisticated analysis of the cultural, social, or technical roles of language in supporting effective interactions in a range of contexts. | Sophisticated use of a range of stylistic features and language choices to convey information, ideas, and perspectives in a range of contexts.  Fluent and precise expression, using appropriate textual conventions and register for audience and purpose. |
| **B** | Usually clear and coherent writing and speaking, using appropriate vocabulary.  Effective use of usually appropriate textual conventions and register for context and purpose. | Effective comprehension of information, ideas, and perspectives in a range of texts.  Comprehension of ways in which the creators and readers of texts use some language choices and stylistic features to make meaning. | Analysis of ways in which creators of a range of texts convey information, ideas, and perspectives.  Well-considered analysis of the cultural, social, or technical roles of language in supporting effective interactions in a range of contexts. | Appropriate use of some stylistic features and language choices to convey information, ideas, and perspectives in a range of contexts.  Mostly fluent and precise expression, using appropriate textual conventions and register for audience and purpose. |
| **C** | Generally clear and coherent writing and speaking, using mainly appropriate vocabulary.  Appropriate use of some appropriate textual conventions and register for context and purpose. | Comprehension of some information, ideas, and perspectives in a limited range of texts.  Comprehension of some ways in which the creators and readers of a narrow range of texts use some language choices and stylistic features to make meaning. | Description and some analysis of ways in which creators of a narrow range of texts convey simple information, ideas, or perspectives (e.g. the textual conventions used in a social media text).  Analysis of the cultural, social, or technical roles of language in supporting effective interactions in a limited range of contexts. | Appropriate use of a narrow range of stylistic features and language choices to convey information, ideas, and perspectives in a restricted range of contexts.  Generally accurate and fluent expression, using appropriate textual conventions and register for audience and purpose. |
| **D** | Occasionally clear and coherent writing and speaking, using restricted vocabulary.  Some use of partially appropriate textual conventions and register for context and purpose. | Identification of some simple information, ideas, and perspectives in a limited range of texts.  Occasional comprehension of some ways in which the creators and readers of simple texts use some language choices and stylistic features to make meaning. | Reference to the ways in which creators of a narrow range of texts convey simple information, ideas, or perspectives.  Reference to some of the roles of language in supporting effective interactions. | Some use of a narrow range of stylistic features and language choices to convey simple information, ideas, and perspectives in some contexts.  A level of accurate and fluent expression, occasionally using appropriate textual conventions and register for a narrow range of audiences and purposes. |
| **E** | Restricted clarity and coherence in writing and speaking, using limited vocabulary.  Limited use of some partially appropriate textual conventions and register for a context or purpose. | Identification of a simple piece of information, idea, or perspective in a text.  Some comprehension of a way in which the creator or reader of simple texts uses a language choice or stylistic feature to make meaning. | Recognition of the way in which a creator of a text conveys a simple piece of information, idea, or perspective.  Reference to a way in which language supports interaction. | Occasional use of one or more stylistic features and language choices to convey a piece of information, simple idea, or perspective in a context.  Emerging level of accurate and fluent expression, occasionally using appropriate textual conventions and register for an audience or purpose. |