Appendix 1: Methodological note accompanying the quantitative textbook analysis template

Notes for section 3 – notes are written in the template for ease of reference.

### Character representation

* Text – includes words in text, textboxes, assessment task, exercises.
* Visual includes pictures, figures, tables, diagrams in text, textboxes, assessment task, exercises.
* Frequency for text refers to text representations of the categories below. All proper nouns and nouns that make reference to roles (doctor, mother, coach etc) are added to frequency count. People are double counted, except in a contained piece, i.e. a comprehension or story in language textbooks.
* Frequency for visual refers to visual representation of categories below. Frequency includes every single person depicted visually where the face or limb is clearly visible and two elements of two categories can be identified from the visual or accompanying text. This means that the gender and family status of a person whose face or limb is visible can for example be identified, will be counted. People are double counted, except in a comprehension or story where the character is counted.
* Accompanying visual and text are used to determine character presentations.
* Not specified/unable to determine is for visual and text representations where it is not possible to determine the dimensions.

#### Total frequency counts

Complete the following table

|  |  |
| --- | --- |
| Dimension | Count |
| Number of words | -number of words in the selected text |
| Number of words that make reference to human subjects | - number of words in the selected text that make reference to human subjects |
| Number of pictures | -number of pictures in the selected text |
| Number of pictures that make reference to human subjects | - number of pictures in the selected text that make reference to human subjects |
| Number of human subjects in pictures | -number of human subjects/people in pictures in the selected text  -if there are three people in one picture, count all three people  -if there is one person in three different pictures, count them thrice |
| Number of graphs | -number of graphs in the selected text |
| Number of tables | - number of tables in the selected text |
| Number of figures | - number of figures in the selected text |
| Number of assessment task (exercises, etc.) | - number of assessment tasks in the selected text |

#### Race

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | 0 Total | 1Black African | 2Coloured | 3Indian | 4White | 5Migrant (please specify) | 6Not specified/unable to determine |
| Fre-quency | Visual | - representation of race of human subjects / people **represented** **visually** in the selected -visual images / pictures to be identified in relation to the accompanying text  - context of visual images / pictures taken into consideration | -racial representation of all human subjects / people that are in **visual images / pictures**  -sight recognition of skin complexion to guide determination  -accompanying text to guide determination  -in animated pictures inferences were also made using hair together with text to guide determination | | | | -total number of human subjects / people represented as migrant in **visual images / pictures**  -accompanying text makes reference to person being from a different country | -racial representation of human subjects / people that cannot be determined in **visual images / pictures**.  -for e.g. skin complexion unidentifiable or ambiguous  -accompanying text provides no guide |
|  | Text | - representation of race of human subjects / people **represented** **in** selected **text**  -accompanying visual images used to infer racial representation in text. | - racial representation of all human subjects / people **in** selected **text**  - for example text makes reference names associated with particular racial representations  -accompanying visual guides determination | | | | - total number of human subjects / people **in text** in the selected text represented as migrants  - text makes reference to person being from a different country | - total number of human subjects / people **in text** in the selected text whose racial representation cannot be determined  -text does not makes reference to any racial representation  -text is ambiguous about racial representation |

\* Indicate context in frequency - Refers to words as nouns, adjectives, and role. See above.

#### Age

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | 0 Total | 1Baby (0-2) | 2 Child (2-12) | 3Teenager/Youth (13-23) | 4Adult (24-60) | 5Old people (60+) | 6Not specified/unable to determine |
| Fre-quency | Visual | - the age of human subjects / people **represented** **visually** in the selected text  - accompanying text aids in identification - context of visual images / pictures taken into consideration | -age representation of all human subjects / people that are in **visual images / pictures**  -sight recognition of features and activities to guide determination  -accompanying text to guide determination | | | | | -total number of human subjects / people in **visual images / pictures** in the selected text whose age cannot be determined  -accompanying text does not make reference to the age of the person |
|  | Text | - the representation in relation to age of all human subjects / people in selected **text** | - age representation of all human subjects / people **in** selected **text**  - activities associated with particular age aids identification  -accompanying visual guides determination | | | | | - total number of human subjects / people **in** selected **text** whose age cannot be determined |

\* Indicate context in frequency

#### Gender

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | 0 Total | 1Male | 2 Female | Gender non conforming | 4 Not specified/unable to determine |
| Fre-quency | Visual | - **visual** representation of gender of all human subjects / people in the selected text  - accompanying text aids in identification of gender representation of visuals  - context of visual images / pictures considered identification | -gender representation of all human subjects / people that are in **visual images / pictures**  -sight recognition to guide determination  -accompanying text guides determination | | | -total number of human subjects / people in **visual images / pictures** in the selected text whose gender cannot be determined |
|  | Text | - representation of gender of all human subjects / people **in** selected **text** | - gender representation of all human subjects / people **in** selected **text**  - proper nouns and pronouns in text considered in determination of gender representations  -accompanying visuals guides determination | | | - total number of human subjects / people **in text** in the selected text whose gender cannot be determined |

\* Indicate context in frequency

#### Sexuality (where possible)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | 0 Total | 1 Heterosexual | 3 LGBTiQ | 4 Not specified/unable to determine |
| Fre-quency | Visual | - representation of sexuality of all human subjects / people the selected text  - accompanying text aids identification  - context of visual images / pictures taken into consideration | -sexual representation of all human subjects / people that are in **visual images / pictures**  -sight recognition to guide determination  -accompanying text to guide determination | | -total number of human subjects / people in **visual images / pictures** in the selected text whose sexuality cannot be determined  -accompanying text does not make reference to person’s sexuality |
|  | Text | - representation of sexuality of all human subjects / people **in** selected **text** | - sexual representation of all human subjects / people **in text** in the selected text  -for example text makes reference to a activities associated with particular sexual representations  -accompanying visual guides determination | | - total number of human subjects / people **in text** in the selected text whose sexuality cannot be determined |

#### Class

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | Total | 1Elite | 2Professional | 3Working class | 4Unemployed / precarious / vulnerable | 5 Not specified Unable to determine |
| Fre-quency | Visual | - representation of class of all human subjects / people in the selected text  - accompanying text aids identification  - context of visual images / pictures taken into consideration | -class representation of all human subjects / people that are in **visual images / pictures**  -sight recognition guides determination (in particular clothing)  -accompanying text aids determination | | | | -total number of human subjects / people in **visual images / pictures** in the selected text whose class cannot be determined  -accompanying text does not make reference to person’s class |
|  | Text | - representation of class of all human subjects / people **in** selected **text** | - class representation of all human subjects / people **in** selected **text**  - activities associated with classes aids identification  - accompanying visuals aids determination | | | | - total number of human subjects / people **in text** in the selected text whose class cannot be determined |

\* Indicate context in frequency

#### Religion (includes reference to myths, symbols and rituals, place of worship)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | 0 Total | 1 African traditional religion | 2 Christianity | 3 Islam | 4 Hinduism | 5 Judaism | 6 Buddhism | 7 Atheism | 8 Not identifiable  Not specified/unable to determine |
| Fre-quency | Visual | - representation of religion of all human subjects / people in the selected text  - accompanying text aids identification  - context of visual images / pictures taken into consideration | -religious representation of all human subjects / people in **visual images / pictures**  -sight recognition guides determination  -accompanying text guides determination | | | | | | | -total number of human subjects / people in **visual images / pictures** in the selected text whose religion is not represented  -accompanying text does not make reference to person’s religion |
|  | Text | - representation of religion of all human subjects / people **in** selected **text** | - religious representation of all human subjects / people **in** selected **text**  -for example text makes reference to a names and activities associated with a particular religion  -accompanying visual guides determination | | | | | | | - total number of human subjects / people **in** selected **text** whose religion cannot be determined |

* Indicate context in frequency

#### 3.1.6 Family Status

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | 0 Total | 1 Nuclear family | 2 SingleParent family | 3 Child-headed family | 4 Same sex families | 5  Not specified/unable to determine |
| Fre-quency | Visual | - representation of family status of all human subjects / people in **visual images / pictures** in the selected text  - accompanying text aids identification  - context of visual images / pictures taken into consideration | -family status representation of all human subjects / people in **visual images / pictures**  -sight recognition guides determination  -accompanying text guides determination | | | | -total number of human subjects / people in **visual images / pictures** in the selected text whose family status cannot be determined  -accompanying text does not make reference to person’s family status |
|  | Text | - representation of all human subjects / people **in text** in the selected text in relation to family status | - family status representation of all human subjects / people **in** selected **text**  -for example text makes reference to a roles associated with particular family status representations  -accompanying visual guides determination | | | | - total number of human subjects / people **in** selected **text** whose family cannot be determined |

\* Indicate context in frequency

#### Disability

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | 0 Total | 1 Able-bodied | 2 Physically impaired | 3 Mentally impaired | 4 Not specified/unable to determine |
| Fre-quency | Visual | - representation of (dis)ability of all human subjects / people in **visual images / pictures** in the selected text  - accompanying text aids identification  - context of visual images / pictures taken into consideration | -(dis)ability representation of all human subjects / people that are in **visual images / pictures**  -sight recognition guides determination  -accompanying text guides determination | | | -total number of human subjects / people in **visual images / pictures** in the selected text whose (dis)ability cannot be determined  -accompanying text does not make reference to person’s (dis)ability |
|  | Text | - representation of (dis)ability of all human subjects / people **in** selected **text** | - (dis)ability representation of all human subjects / people **in** selected **text**  -accompanying visual guides determination | | | - total number of human subjects / people **in text** in the selected text whose (dis)ability cannot be determined |

\* Indicate context in frequency

### Role representation

In this section, count every single person depicted in the text/visual, and every time they appear. In a group, count the number of each, as possible and how. Eg. How many references are made to boys and girls, men and women and how.

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| --- | --- |
| Notes: | Politician/leader |
| * Text – includes words in text, textboxes, assessment task, exercises * Visual includes pictures, figures, tables, diagrams in text, textboxes, assessment task, exercises * Frequency for text refers to text representations of the categories bellows * Visual refers to visual representation of categories below * Not specified/unable to determine is for visual where it is not possible to determine the count for the dimensions below * There are two tables below: one for visuals and one for text * The table to the right provides an inactive role specification | Professional e.g. teacher |
| Farmer/agricultural worker |
| Unskilled labourer |
| Trader/informal economy e.g. street trader, taxi driver |
| Street children/homeless |
| Student |
| Prisoner |
| Burglar/ thief |
| Street children |
| Domestic cleaner |
| Service industry – e.g. Insurance agent, cook, chef, waitress |
| Crafts person e.g. basket weaver |
| Armed forces e.g. police, soldier |
| Sports e.g. footballer |
| Arts & culture e.g. artist, dancer - can include celebrity |
| Student |
| Domestic worker – e.g. nanny |

#### Visual (add column for class where appropriate)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Role | 0 Total | Race by categories above | Gender by categories above | Religion by categories above | Disability by categories above |
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#### Text

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Role | 0 Total | Race by categories above | Gender by categories above | Religion by categories above | Disability by categories above |
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