**Stage 2 English as an Additional Language**

**Assessment Type 2: Responses to Texts**

**An analysis of the emotive language features used in the interactive graphic novel *The Boat***

In an essay of up to 800 words in length analyse how two or three language features are used in the interactive graphic novel *The Boat* to elicit an emotive response in the audience.

The Boat is an interactive graphic novel based on the acclaimed story ‘The Boat’ by Nam Le, adapted by artist Matt Huynh and produced by SBS Online. It can be viewed at the following website. [www.sbs.com.au/theboat](http://www.sbs.com.au/theboat)

As an interactive graphic novel, *The Boat* uses a combination of the following filmic language features to elicit an emotive response from the reader/viewer.

Identify examples of the following features, and explain the effect they have on your emotions.

* Figurative language
* Interactive side stories
* Sound effects (water surging, people’s whisperings, the sounds of Vietnamese folk songs)
* Music
* Contrast between light and dark
* Movement of text/images (e.g. creation of the feeling of sea sickness and waves)
* Speech bubbles
* Background images ( e.g. archival footage and photographs of refugees)
* Visual images (created using bamboo calligraphy brushes, rice and cotton paper stocks, and Sumi-e inks)

In this task you should:

* produce clear and coherent writing, using appropriate vocabulary, grammatical control and complexity (C1 and C2)
* demonstrate comprehension and evaluation of the information, ideas and opinions expressed in interactive graphic novel (Cp1)
* demonstrate comprehension of ways the interactive graphic novel is composed for the purpose of eliciting emotive reactions in the audience (Cp2)
* analyse the relationship between the purpose of the graphic novel and the language features employed (An2)

**Performance Standards for Stage 2 English as an Additional Language**

| - | **Communication** | **Comprehension** | **Analysis** | **Application** |
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| **A** | Consistently clear and coherent writing and speaking, using a diverse and sophisticated vocabulary.  Sophisticated and consistent demonstration of grammatical control and complexity. | Thorough comprehension and evaluation of information, ideas, and opinions in texts.  Sophisticated comprehension of ways in which texts are composed for varied purposes, audiences, and contexts. | Consistently clear analysis and evaluation of personal, social, and/or cultural attitudes and perspectives in texts.  Thorough analysis of the relationship between purpose, conventions, and language features of texts. | Discerning use of a wide range of appropriate language features and conventions to produce coherent texts for different purposes, audiences, and contexts.  Comprehensive selection and use of information from sources, with consistent and appropriate referencing. |
| **B** | Usually clear and coherent writing and speaking, using a sound vocabulary.  Effective and usually accurate grammatical control and complexity. | Well-considered comprehension and evaluation of information, ideas, and opinions in texts.  Detailed comprehension and evaluation of ways in which texts are composed for specific purposes, audiences, and contexts. | Well-considered analysis and evaluation of personal, social, and/or cultural attitudes and perspectives in texts.  Effective analysis of the relationship between purpose, conventions, and language features of texts. | Effective use of a range of appropriate language features and conventions to produce texts for different purposes, audiences, and contexts.  Effective and considered selection and use of information from sources, with appropriate referencing. |
| **C** | Generally clear and coherent writing and speaking, using an appropriate vocabulary.  Appropriate grammatical control and some complexity. | Comprehension and some evaluation of information, ideas, and opinions in texts.  Accurate comprehension of ways in which texts are composed for familiar purposes, audiences, and contexts. | Appropriate analysis of personal, social, and/or cultural perspectives in texts, with elements of evaluation.  Some analysis of the relationship between purpose, conventions, and language features of texts. | Appropriate use of language features and conventions to produce texts for different purposes, audiences, and contexts.  Selection and use of information from sources, with appropriate referencing. |
| **D** | Occasionally clear and coherent writing and speaking, using a restricted vocabulary.  Partial grammatical control and some complexity. | Some comprehension of aspects of information and/or ideas in texts.  Some comprehension of ways in which some texts are composed for purposes and audiences. | Some recognition of the personal, social, and/or cultural perspectives in texts.  Some description of the relationship between purpose, conventions, and language features of texts. | Some use of language features and conventions to produce texts with some awareness of purposes and audiences.  Use of information from a narrow range of sources, with attempted referencing. |
| **E** | Limited clarity and coherence in writing and speaking, with a restricted vocabulary.  Limited grammatical control. | Limited comprehension of information in texts.  Limited awareness of one or more ways in which texts are composed for a purpose and audience. | Limited recognition of the personal, social, or cultural ideas in a text.  Limited description of purpose, conventions, and/or language features of a text. | Limited use of language features to produce a text.  Use of information from a source. |