

91100



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SUPERVISOR'S USE ONLY

Level 2 English, 2016

91100 Analyse significant aspects of unfamiliar written text(s) through close reading, supported by evidence

2.00 p.m. Thursday 17 November 2016
Credits: Four

Achievement	Achievement with Merit	Achievement with Excellence
Analyse significant aspects of unfamiliar written text(s) through close reading, supported by evidence.	Analyse significant aspects of unfamiliar written text(s) convincingly through close reading, supported by evidence.	Analyse significant aspects of unfamiliar written text(s) perceptively through close reading, supported by evidence.

Check that the National Student Number (NSN) on your admission slip is the same as the number at the top of this page.

You should attempt ALL the questions in this booklet.

Pull out Resource Booklet 91100R from the centre of this booklet.

If you need more room for any answer, use the extra space provided at the back of this booklet.

Check that this booklet has pages 2–8 in the correct order and that none of these pages is blank.

YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.

Merit

TOTAL

17

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QUESTION ONE: FICTION

Refer to Text A, "The Kumara Harvest", on page 2 of the resource booklet to answer this question.

Analyse how the writer explores his connection to the beach setting.

In your answer you should include examples of techniques used in the text, and explain their effects. (These might include, but are not limited to: contrast, personal pronouns, and personification.)

In this text the writer explores his connection to the beach setting by opening all of his senses to the beach, taking in the scenery and letting it remind him of his childhood. In line 9 the writer uses a metaphor to support this idea "It draws me in slowly as I sit here alone," this metaphor helps the idea that he was opening his senses to the beach, this metaphor describes how he was taking in the scenery and experience of the beach. The writer explores his connection to the beach by letting the scenery take his thoughts back to his childhood. In lines 1 - 6, he describes going to the sea when he was young and the writer describes his parents loving the sea as well. "We were going to live by the sea, but we never did" in this line the writer talks about the unfulfilled dream of living by the sea, this strengthens his connection to the ~~sea~~ beach through happy and sad memories. "The sun casts dazzling plays of light over the water" in this quote from the text the writer uses personification to describe the scenery he is taking in. The writer then uses a metaphor "The white surf is tossed violently upwards and then slowly, powerfully, rolls in to crash breathlessly amongst the sand" The use of this personification and metaphor help to show the writer connecting to the beach setting, because it has the effect of setting the scene for the reader. It helps us to imagine the scene he is taking

in and how he is analysing every detail and connecting to it. The use of the words "slowly, powerfully" in line 13 help the reader to understand how powerful the scene is and how much of an impact it has on him. In lines 25 - 26 he uses repetition "So I sit and I watch and I listen, sometimes to the people, sometimes to myself" the use of this repetition has the effect of helping the reader to understand that he is using all of his senses to take in the experience of the beach. The quote from the text "I listen, sometimes to the people, sometimes to myself." This repetition shows how the writer is exploring his connection to the beach setting because it shows that him taking in the beach through sitting, watching, and listening, is giving him thoughts and memories in his mind that he listens to. In line 26 the writer says "This is the place where I come to think, a place where I can escape and from where, the world is kept away" This is another use of repetition with the constant use of the phrase "place where I". This repetition helps the reader to understand the writer exploring his connection to the beach, because it shows what the beach means to him, it shows that his connection to the beach is so strong, it keeps the world away. This shows how the beach gives him very strong thoughts, memories and emotions. In line 28 the writer uses listing "Watching the waves, I see in them my life so far - ~~the good, the bad~~ the good and the bad, the happy and the frightening, the loved and the lonely" This listing helps to show how the writer explores his connection to the beach setting, because it shows that he connects so strongly to the beach, the beach reflects his entire life...*

QUESTION TWO: POETRY

Refer to Text B, "Cloudburst", on page 3 of the resource booklet to answer this question.

Analyse how the writer explores the ways people cope with a flood.

In your answer you should include examples of techniques used in the text, and explain their effects. (These might include, but are not limited to: listing, allusion, and personal pronouns.)

In this text the writer explores the way people cope with a flood by describing the experience of the flood and giving examples of ways people reacted. The writer describes the flood using metaphors "A sea spilt out of the sky, streets sank beneath the waves" This metaphor helps to set the scene for the reader, so they can imagine for themselves what it would be like to witness a flood. The writer uses repetition "We were quick to produce a statistic, we resolved, we had suffered" through the constant use of the word "we" it helps the reader to realise that no one in the flood was alone and everyone was suffering and resolving together. This helps to show how the writer explores the way people cope with a flood, because the use of the word "we" shows how people reacted as a community and this is how they coped, together. In lines 14-15, the writer uses listing "drew bombs, pestilence, earthquakes, fire, terror and starvation" the use of this listing has the effect that it makes the reader realise the amount of problems and destruction in the world. This listing shows how the writer explores the ways people cope with a flood, because the list of tragedies shows what the people's mindset was like. The people's mindset was that they shouldn't be too upset with the flood when there are many other bad

things happening in the world. This is a thought process that people used to cope with the flood in the text. In line 10 the writer says "we were so quick to produce a statistic" this shows that shortly after the flood, a statistics and information about the flood were produced, it is an example of how people reacted. This shows how the writer explores way people coped with the flood, because it helps the reader to understand that people may have coped with the flood by producing a statistic and letting other people know about their own suffering. The writer uses a metaphor "So the dove of good favour returned" then continues "insurance paid for the damage and the council mopped up" the effect this has is that it helps the reader to understand how people responded to and resolved the damage. This paragraph helps us to realise how the writer explores the ways people cope with a flood, because it ~~shows how~~ describes how different parts of the community joined together to ~~clean~~ resolve different parts of the damage. The metaphor "The dove of good favor returned" has the effect that, it gives the reader an understanding of how things became positive after the flood. This metaphor helps to show how the writer explored ways people cope with a flood, because it describes how things began to be positive for the people who had experienced the flood through their ways of coping with the flood, ~~to~~ such as coming together as a community to clear damage and give support.

QUESTION THREE: NON-FICTION

Refer to Text C, "Best New Zealand Poems 2005", on page 4 of the resource booklet to answer this question.

Analyse how the writer shows that New Zealand poetry is different from other poetry.

In your answer you should include examples of techniques used in the text, and explain their effects. (These might include, but are not limited to: contrast, metaphor, and tone.)

The writer shows that New Zealand poetry is different from other poetry by comparing it to poetry in other countries. The writer compares and contrasts New Zealand poetry with French and British poetry. The writer compares ~~and~~ ~~the~~ New Zealand poetry to French poetry. In line ~~11~~ ~~12~~ the writer describes New Zealand poetry, and how New Zealand is particularly good at nurturing a variety of poems "there is a high degree of local acceptance of this variety". But in lines 13-14, when the writer is describing French poetry, they say "A distinguished French poet, presented with a selection of New Zealand poems, responded that some were not poems". These two different quotes about how New Zealanders and French react to poetry, have the effect that they show a huge difference between the two country's poetry. In line 18, the writer uses listing "If you want to make anything that resembles jazz, pop, or folk, they give you a guitar and kick you out of the church." This listing helps the reader to understand how many different genres of poetry the French do not accept. ~~This helps to show how the writer~~ This is one way the writer shows New Zealand poetry is different from other poetry, because it shows how other countries don't accept

variety of poetry as much as New Zealand does, as in line 9 the writer says "New Zealand is particularly good at nurturing the kind of variety that lets good poems thrive". Throughout the text, an almost sarcastic tone is used to describe poetry in other countries, but a more serious and passionate tone is used to describe New Zealand poetry. This has the effect that it gives the reader an idea of how New Zealand poetry is unique and different to poetry in other countries. In the last paragraph, the writer uses listing "sound, story, history, grief, love, comedy," this helps to give the reader an idea of the different variety in poems there is across different countries. It gives the effect that, no matter what country a poem is from, it still touches people's hearts and is important to them through sound, story, history, grief, love and comedy. The writer uses repetition "The poem comes out of change, with changed language, and changes us" this has the effect of giving readers an idea of how poetry is important and impacts people around the world, no matter what their language. It shows how poetry can change people's lives.

Extra space if required.

Write the question number(s) if applicable.

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QUESTION
NUMBER

1. The effect this repetition has, is that it makes the reader understand the beach is a part of him. ||

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Merit exemplar 2016

Q	Grade score	Annotation
1	M6	<p>This answer provides evidence of a sustained convincing analysis, which can be seen in reference to the technique of <u>metaphor</u> and the example “It draws me...”. Here, convincing analysis connects “opening his senses” and taking in the scenery and experience back to childhood.</p> <p>Additionally, <u>repetition</u> is contextually analysed as a technique. This involves the beach giving the writer “thoughts and memories” and the strength of his connection being sufficient to keep the world at bay.</p>
2	M6	<p>This answer provides a convincing analysis in terms of the technique <u>repetition</u> – “constant use of the word ‘we’”, that is as a “community”, “together”, “no-one was alone ... suffering together”.</p> <p>Further analysis at this level can be seen in reference to <u>listing</u>, which is discussed in terms of peoples’ mindsets and thought-processes as ways of coping.</p>
3	M5	<p>This answer provides one example of convincing analysis in terms of the technique of <u>listing</u> which is unpacked in terms of the question through the variety of poetic genres which the French are said to dismiss, but which New Zealand does, as part of a “huge difference between the two country’s [sic] poetry”.</p>