

91098



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

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SUPERVISOR'S USE ONLY

Level 2 English, 2018

91098 Analyse specified aspect(s) of studied written text(s), supported by evidence

9.30 a.m. Monday 19 November 2018
Credits: Four

| Achievement | Achievement with Merit | Achievement with Excellence |
|--|---|---|
| Analyse specified aspect(s) of studied written text(s), supported by evidence. | Analyse specified aspect(s) of studied written text(s) convincingly, supported by evidence. | Analyse specified aspect(s) of studied written text(s) perceptively, 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 answer ONE of the essay questions in this booklet.

Check that this booklet has pages 2–12 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.

Achievement

TOTAL

04

ASSESSOR'S USE ONLY

essay of no more than five pages in length. The quality of
an the length of your essay.

specific details from the text(s).

3: Analyse how language features were
used to deepen your understanding
of a theme.

Question number: 5

Anthem for Doomed Youth, by Wilfred Owen is a poem
that highlights the cruelty of war through the aimless
death of millions. Owen questions the values of humility
and honour in war and challenges the propaganda that it
is an honour to die for one's country.

The theme in The Anthem for Doomed Youth alongside many
of Owen's poems is the ~~reality~~ ^{uselessness} ~~awfulness~~ of war. Owen expresses
this by writing about his first hand experiences of war and
the truth about it. In The Anthem for Doomed Youth, Owen
maintains a detached view of the war in the poem to not
personalise or individualise the victims of war, but to show
the multitude of its death toll. During WWI (World War One)
there was heavy propaganda to try influence men to ~~enroll~~ ^{enroll} in
the army. They made it out to be an honourable act to
be a soldier, a position in society that will not only make
you a hero but will make the ladies go nuts over you when
you return. However Owen shows that it's not a case of
when you return but a case of if you return, with
millions of soldiers dying within the first few days of being
at war. For those lucky enough to survive the war, almost
all came home missing limbs or had shell shock so the
woman did not flock but the soldiers were ostracised.

Owen uses powerful techniques and religious imagery to enhance ~~and~~ my understanding of the theme. In the first stanza, Owen uses the simile, "those who die as cattle," ~~the~~ ^{when} referring to the soldiers. ~~and~~ This creates a harsh image in the readers mind as ~~the soldiers~~ ~~the~~ ~~soldiers~~ cattle aren't killed peacefully individually but are slaughtered in the millions. This shows that when the soldiers are killed there is no ^{name or identity,} ~~knowledge~~ of just another tally mark" ^{added to} the list of numbers. ~~THE~~ ~~OWEN~~ Owens poem doesn't just highlight the ^{uselessness} ~~awfulness~~ of war but questions what can be done for "those who die as cattle." Just a simple simile like this has really deepened my understanding of the uselessness of war. My family comes from a family of farmers ~~so~~ so I've seen and heard first hand how quickly a cows life ends, one day it falls sick so can't offer anything so is put down immediately. By comparing the soldiers to the cattle has really opened my eyes and got me thinking is war even worth it?

Owen also deepens my understanding of the theme through religious imagery and personification when he writes, "only the monstrous anger of the guns can patter out the hasty orisons," ~~Coming~~ ^{Coming} from a catholic upbringing and witnessing funerals of dead loved ones, this stanza truly deepens my understanding of theme through the imagery. For the soldiers fighting in the war, death ~~hurks~~ ^{hurks} at every movement, knowing that you or your mate could be shot dead at any moment is a ~~terrifying~~ ^{terrifying} thought and so ~~they~~ ^{soldiers} ~~would~~ ^{turn to} pray or sing songs for comfort,

Therefore reading

~~The only way to remember the dying~~ that only the sound of guns can
~~hear to your prayer~~ pitter out the prayers of the dying soldiers
 is sadening as there is no one else there to hear to your prayers
 as they are all drowned out by the constant sound of guns.

~~The poem is written as an Italian sonnet with the first octave~~
~~set in the war and showing that all the soldiers have in~~
~~terms of funeral processions, are the shrill demented~~

The Anthem for Doomed Youth by Wilfred Owen contained
 many important language features that helped deepen my
 understanding of the theme, the uselessness of war. However
 I felt the ones that really struck a nerve and deepened
 my understanding were the use of the simile and personification
 and the religious imagery used throughout the poem. In the
 poem he questions what can be done for the fallen soldiers
 and ~~masses of~~ ~~war~~ answers it by saying the drawing down
 of blinds is all you can do now to honour fallen family
 members as they are now just a number in the fallen. This
 deepened my understanding as it allowed me to see that
 war is definitely not the answer.

Achievement Exemplar 2018

| Subject | Level 2 English | Standard | 91098 | Total score | 04 |
|---------|-----------------|---|-------|-------------|----|
| Q | Grade score | Annotation | | | |
| 5 | A4 | Anthem for Doomed Youth <ul style="list-style-type: none">• establishes idea• initially expands• explains techniques• ideas are straightforward• tries to engage• clear understanding of question• repetitive | | | |