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91098



Draw a cross through the box (☒) if you have NOT written in this booklet

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Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Level 2 English 2024

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

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.

Do not write in the margins (//////). This area will be cut off when the booklet is marked.

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

Excellence

TOTAL 08



Page 1

WRITTEN TEXTS



Remember that this is the **written texts** essay



and **NOT** the visual / oral texts essay!

INSTRUCTIONS

Write an essay on at least ONE **written text** that you have studied, in response to ONE of the questions below.

QUESTIONS (Choose ONE)

- Analyse how the setting helped you understand one or more characters.
“Setting” may refer to physical places as well as social and historical contexts.
- Analyse how symbolism deepened your understanding of an important theme.
- Analyse how the structure of the text revealed the author’s purpose.
“Structure” may refer to the order, organisation, or conventions of a text.
- Analyse how a character’s choices inspired action.
- Analyse how a turning point enhanced your understanding of one or more ideas.
“Ideas” may refer to character, theme, or setting.
- Analyse how language features helped you read beyond the lines of the text.
- Analyse how ideas in the text helped you see the world with fresh eyes.
“Ideas” may refer to character, theme, or setting.
- Analyse how the author’s purpose was revealed through a character’s actions.

TEXT DETAILS

Written text type

Written text type

Title

Title

Author

Author

SELECTED QUESTION

Copy and paste the question you have chosen into the space below.

Analyse how the setting helped you understand one or more characters.
“Setting” may refer to physical places as well as social and historical contexts.

PLANNING

Setting: The totalitarian setting of Oceania

Characters: how it helped me understand both Winston and Julia as characters and where their rebellion was formed

The need for individual expression and personal meaning from Winston

-to a time when thought is free and man is different from each other

The creation of isolation through societal norms and surveillance

'desire is thoughtcrime' 'big brother is watching you' 'I love you'

Gender norms and how they affected Julia's choice to rebel

-or only a rebel from the waist down

ESSAY

Type your essay in the space below. You should aim to write a concise essay of no more than 750–800 words. The quality of your analysis is more important than the length of your essay. (The counter will change colour when you reach the recommended word count.)

Support the points you make with specific details from the text(s).

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In the face of oppression the seek for expression and identity is inevitable. Oppression fuels rebellion, never one can exist without the other. Within '1984' by George Orwell, the crushing weight of the totalitarian system within the setting of Oceania gave insight into both Winston and Julia's characters. Their motivation for rebellion, their seek for identity, possibly even their love for each other is all better understood when we analyse the setting they are in.

The Totalitarian system within Oceania gave insight into how in the face of a system enforcing you meaninglessness you must insert personal meaning. From the beginning of the novel we can understand that Winston is in conflict with his surroundings. He uses negative connotations to set up the setting of Oceania and constantly insists that there must be another way to live. Within '1984' the Totalitarian system reinforces Winston's lack of meaning, he is treated as a member of the group, easily disposed of if he does not conform with the party's ideals. This push for group mentality; This push that Winston's life lacked true meaning, was the fuel of Winston's rebellion and seek for identity. Winston's first true act of rebellion as an attempt to gain personal meaning was when he purchased and wrote in the notebook. Previously his rebellion has been locked in his thoughts, but taking this act, creating a physical representation of his hate for the totalitarian system. Showing how through the influence of his oppressive environment he had been driven far enough to take a true act of rebellion as a way of gaining personal identity. In the notebook he writes with hope to a time where he can be truly exist as himself, showing the rejection of his environment as he writes 'to a time when thought is free and man is different from each other'. This rejection of his environment and simultaneous acceptance of an idealistic future away from his setting gives us insight into why Winston takes the action he does throughout 1984. We can also liken his search for personal identity in a totalitarian system to Albert Camus' philosophies around the rejection of the absurd, the absurd being the conflict between humans need for meaning and the universe's inherent meaninglessness. In this case we see Winston rebelling against the absurd inserting his meaning into the totalitarian system through the seek of culture and personal truth. Albert Camus spreads the importance of this rebellion, as we can not fall into the despair due to the absurd. In 1984 Winston's rebellion is equally important as to accept his purpose in life was meaningless was to let the totalitarian system win, thus his seek for meaning due to his setting is a key part of who Winston is as a person.

The use of surveillance and societal norms within the totalitarian system of Oceania moulded Winston's character into the isolated and resentful character we see him to be in '1984'. In the setting of Oceania we are introduced to many methods of control the party utilises. Key methods of control is the surveillance via the telescreen and the creation of societal norms. Winston illustrates to the reader that the telescreen is in almost everyone's home, stark and bright it is a constant reminder that 'Big Brother is watching you'. This level of surveillance creates a surveillance system can be likened to the 'panopticon', the panopticon is a prison system in which inmates can constantly be seen. This surveillance is a social experiment to show that when there is the chance that you may be watched you must assume you always are, just as Winston has done with the telescreen. Thus when under the assumption that you are constantly being watched an individual will regulate their own behaviour to conform with the watchers expectations. This is why very rarely Winston got to truly express his internal thoughts external. Telescreens were everywhere, even the privacy of his own home was invaded by the telescreens presence. Winston's forced suppression of his negative thoughts is what drove them to be as strong as they are. Surveillance as a method of control stops external rebellion however it leaves internal rebellion to brew and grow as it has no true source. This shaped Winston's character into taking the steps he did against Big Brother despite their futility as through the extreme oppression of the totalitarian system rebellion was fueled inside Winston. The totalitarian system also used the creation of societal norms as form of control. For instance when Winston reads the brotherhood book he reads the party's plans to create a normality against relationships and sex as a form of forcing isolation 'sexual intercourse was to be looked at as an unfortunate necessity'. Creating societal norms is among the most powerful ways of control. This is because societal norms create the labels of normal and abnormal, forcing a population to turn on itself, creating the normal to be the indicator of the abnormal. Winston had no way of finding connection as his ideals were abnormal and thus rejected by the majority. Forcing him to be isolated, triggering his jealousy of the proles and seeking out connection with Julia. This speaks to the danger of societal norms and send the message to the reader that potentially their own ideals may not be as original as they think. Though we can identify the negative societal norms in Winston's society we struggle to see when we are being controlled by the norms within our own society. We shame others for ideals that do not even truly represent us, turning on each other as population. How much of our thoughts and morals are our own and how much of it has been programmed into us via school systems, healthcare systems, and government systems? Winston was shaped by the rejection to these societal norms but he just as easily could have been shaped by the conformity to them just as we have been.

Julia's rejection to the gender norms within the totalitarian system of Oceania crafted her intense sexuality. Within '1984' character Julia is Winston's lover and only form of genuine connection. Similarly to Winston, Julia is rebelling against the system. However, while Winston is rebelling against the control and oppression of identity, Julia is rebelling against the expectations on her as a woman. Women are articulated to have their sexuality repressed, being referred to as prudes, once more being a product of societal conditioning. Julia rejects this expectation of women and is very open about her sexuality and seeks for connection. Winston once says to Julia 'You are only a rebel from the waist down'. This feels like quite an ignorant thing to say, Winston cannot understand Julia, as a male, he does not understand her or the gender expectations that are placed on her. Though Julia's only true form of rebellion is sex, this is due to this being the key part of her identity that has been forced to be suppressed. Through a feminist lens, though I can acknowledge that Julia is rejecting gender norms with the totalitarian society, I still find it difficult to accept that Julia's only issue with the society she lived in was that her sexuality is repressed. Orwell seems to depict women purely around their sexuality, categorized as either prudes or sexual with no other form of identity. As the only women with a sufficient amount of lines, Julia's identity being purely controlled by her sexuality seems demeaning to women. Perhaps this is a reflection of George Orwell's views of women, not seeing their purpose in the novel past their relation to men. '1984' is a key example of Simone de Beauvoir's ideas about women being 'The Other' in relation to men. Winston is the subject, Julia is simply there to aid his rebellion.

In conclusion, we have seen how the oppression of the totalitarian system within '1984' has fueled the rejection of societal norms, helping me better understand why Julia and Winston took the action they did. Nurture is such a key part of our identity, however, there are two routes in nurture. You can either reject or accept who your environment is urging you to be. Both Winston and Julia rejected their nurture, growing into the people we see them to be in the novel. Though Julia and Winston met a tragic end and their attempt at rebellion was futile, I still believe that in those moments of rebellion when they truly found their identity, they managed to escape a degree of the oppression of their setting. Articulating the importance of rebellion and how our setting can influence our motives.

1437 WORDS / 800 RECOMMENDED

Excellence

Subject: English

Standard: 91098

Total score: 08

Q	Grade score	Marker commentary
One	E8	The candidate presented an insightful and well-considered discussion. While there were mechanical errors, the details were thoroughly analysed in support of sophisticated and original ideas. There was perceptive and impressive recognition of the philosophical interpretations of society. The discussion was highly responsive and illustrated a profound understanding of the text, its author, and the broader context both within and beyond the text.