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91099



Draw a cross through the box (X) 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

91099 Analyse specified aspect(s) of studied visual or oral text(s), supported by evidence

Credits: Four

Achievement	Achievement with Merit	Achievement with Excellence
Analyse specified aspect(s) of studied visual or oral text(s), supported by evidence.	Analyse specified aspect(s) of studied visual or oral text(s) convincingly, supported by evidence.	Analyse specified aspect(s) of studied visual or oral 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.

Merit

TOTAL

06

INSTRUCTIONS

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

Give the details of the text(s) in the box on page 3.

VISUAL OR ORAL TEXTS



Write your visual or oral text(s) essay in this booklet.



Do NOT write a written text(s) essay in this booklet.

QUESTIONS (Choose ONE)

1. Analyse how time was manipulated for a particular purpose.
2. Analyse how language features helped you better understand the setting.
"Setting" may refer to physical places as well as social and historical contexts.
3. Analyse how rebellion was used to make a point.
4. Analyse how language features helped you appreciate the director's or creator's purpose.
5. Analyse how the true nature of one or more characters was revealed to you through their actions.
6. Analyse how the structure of the text led you to understand an important theme.
"Structure" may refer to the order, organisation, or conventions of a text.
7. Analyse how the presentation of one or more characters affected how you felt about them.
8. Analyse how ideas were developed through the use of symbolism.
"Ideas" may refer to character, theme, or setting.

Visual or oral text type(s):

Tick (✓) your selection

- | | | |
|---|---|--|
| <input checked="" type="checkbox"/> Film | <input type="checkbox"/> Drama production | <input type="checkbox"/> Oral performance |
| <input type="checkbox"/> Television programme | <input type="checkbox"/> Graphic novel | <input type="checkbox"/> Digital/online text |
| <input type="checkbox"/> Radio programme | | |

Title(s): The Dark HorseDirector(s)/creator(s): James Napier Robertson**PLANNING**

- symbolism
- chess pieces
- mirrors

Analyse how language features helped you appreciate the directors purpose.

Language features:

- Allusion
- symbolism (mirrors)
- camera techniques
- lighting
- quotes

Quote:

"I beat that guy age...
no one ever thought I'd
do that." - Maud

3 language features:**1) Allusion**

- maori mythology
- teamwork + values

relatable?

2) Symbolism

- mirrors
- chess pieces as friends/hope
- the rain

inspire

3) Lighting / cam tech

relate?

The directors purpose:

- communicate the internal battles we face
- communicate the idea of overlooked potential
- communicates the intergenerational struggles

The directors purpose:

↳ To communicate...
the idea of directors
purpose of...

- Better understand setting:
 - Allusion - maori area?
 - mirror - journey
 - lighting - mood

You should aim to write a concise essay of no more than 4–5 pages in length. The quality of your analysis is more important than the length of your essay.

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

Begin your visual or oral text(s) essay here:

Question number: 4

Analyse how language features helped you appreciate the director's purpose.

INTRODUCTION

The Dark Hork, a local New Zealand film, directed by James Napier Robertson incorporates 3 crucial language features which allowed it's audience to appreciate the director's purpose. This allowed me, as a part of an audience to replicate and get inspired by the text through the use of Allusion, Symbolism and lighting.

Paragraph 1: Allusion

James' effective and consistent use of Allusion allowed us, as the audience to appreciate his intention of forming a connection between viewers and the text. His incorporation of this language feature is evident through Genesis Potini's teachings. Newly appointed chess teacher, Gen teaches the young children predominantly those of Māori descent. Through his teachings, he makes references to Māori mythology and cultural values. As he teaches he mentions, "This board is like our land, we need to protect our land and we do that by working all together with our

* He mentions how the board is their land, ~~the~~ and how working together will ensure⁵ they protect it. He shows them the science of community the kids lack in their lives.

king, Maui." Using Maui as a reference to a chess piece, Gen not only teaches the children crucial chess lessons, but better yet, their Māori stories, beliefs and values.* In the flashback scene where Aniki, Gen's brother, as a young kid, tries teaching Gen chess he also mentions Māori mythology in the process by saying, "This lady, she's the Queen, like papatūānuku, Earth mother." Robertson recognises and includes Māori mythology and beliefs to allow his audience to form a connection between the text and to resonate with it on a deeper level. As a Pacific individual, these stories form a connection as a viewer ^{as I} ~~which~~ hold similar beliefs through the Polynesian stories. Robertson's consistent use of allusion to showcase Māori mythology opens up the opportunity for Polynesian viewers in particular to resonate with its deeper meaning. Using "Maui" a powerful demigod who pulled the sun and "papatūānuku" Earth mother who provides all we need, teaches us the significance of these myths and legends and the important values they teach us.

Paragraph 2: Symbolism

Secondly, James Napie Robertson uses symbolism to communicate to his audience. This effective utilisation of symbolism can be seen evident in the mirrors that occur throughout the film.

Paragraph 2: Symbolism

~~the use of the rain to convey certain messages.~~
Throughout the film, Robertson includes mirrors in many scenes including its first appearance when Cien shaves his face in front of the mirror. He uses the mirror as a literal reflection of one's life and current state or situation. While he shaves his face, he is embarking on his new journey, free from the mental hospital. When we get more deeper into the film, we see Cien before a mirror once again, however the lighting is dark, gloomy and the mirror he looks into appears to be cracked in some areas. Once again, Robertson incorporates the broken mirror to indicate the chaos or hectic situation Cien is currently in. Almost as if the broken glass symbolizes his broken life, once again providing a literal reflection of his current life situation. In the closing scene where Cien confronts Mutt, there is a fire pit which burns in the backyard, instead of a mirror to illustrate a reflection, Robertson uses Cien's face to reflect the burning fire opposite his face, to convey the feelings of rage he feels against Mutt. The close up allows us to see his face ^{expressions} ~~is~~ ^{up} close ~~or~~ while we also see the fire ^{burning} ~~and~~ ^{his reflection} from his face. Robertson uses ~~this~~ ^{that} to give his audience an ~~message~~ ^{indication} of the state the characters are in. This allows the audience to understand the characters position and situation. ~~Robertson uses the fire to give his audience an indication of the state the characters are in. This allows the audience to understand the characters position and situation.~~



~~in the mirror there can be a feeling of insecurity~~

Paragraph 3: Lighting

Through the various light techniques which are involved in the film, Robertson conveys the mood and feelings of his characters. In doing so, his audience have built ~~and~~ understanding of the atmosphere, feels and mood of not only the character, but the environment. This allows his audience to relate and connect with characters more frequently.

For instance, in the opening scene of the film, the lighting appears to be a calm, dim, yellow tone. Robertson intends to convey a warm, comfortable tone, while showing Genesis as a happy and free man. The warm and dim yellow lighting can be associated with the happy and calm feeling's Genesis feels. However, we experience a drastic change in the lighting tone when Gen is taken by the police and forced into the van. The lighting transitions to an extremely evident blue tone which communicates the gloominess he feels. The rain in this scene is relatively more evident than before which allows the audience to take from this, the gloomy, sad emotions Gen is feeling. Furthermore, when we are first introduced to Aritiki's home, which seems to be the primary meeting place for the Vagrants. The lighting switches and transitions from

the vivid bright natural lighting, to a dark tone once the camera reaches the house. There appeared to be some form of light which comes from a small lightbulb, however the whole house seems to be predominantly dark. Robertson utilizes several different lightings to convey messages. Like Aiki's dark house which illustrates the dark reality of gangs which are perceived as violent, crimes, dark and bad. He uses the dark lighting to connect and associate ^{with} ~~the dark~~ gangs, ~~with dark lighting~~. in order to symbolize the negative impacts it has and how it's a dark road or lifestyle. It's like putting faces to names, but instead of that, ideas to colours in order to paint a mood around it. Not to mention, how real life gangs use mainly only dark uniforms to appear more stronger and perhaps look more intimidating.

Conclusion:

James Napier Robertson includes ~~3~~ ^{important} Allusion, symbolism and lighting in order to build opportunities for the audience to resonate and connect with the text in a more deeper way. It gives us, as an audience the opportunity to truly understand the characters' emotions and situation.

Extra space if required.
Write the question number(s) if applicable.

QUESTION
NUMBER

| 3 characters: |

- 1) Aniki → wanting protection for his son
- 2) mana →
- 3) Gen → brought mana to play chess

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Merit

Subject: English

Standard: 91099

Total score: 06

Q	Grade score	Marker commentary
One	M6	<p>The candidate presented a structured response by presenting a reasoned discussion that convincingly addressed the chosen question.</p> <p>A range of specific and relevant detail was woven into the response to support the main idea.</p>