LEVEL 1 ENGLISH

WRITTEN TEXTS

NCEA Workbook Answers

Section One
Analysis

1. Finding and Communicating Your Ideas

Note: there are rarely any strict right or wrong answers in English. That means that our answers won't be the exact same as yours (and if they are, I am so sorry). That's okay, these are just here to give you an example of what an answer should look like.

a. My favourite books are the Harry Potter series because I like how complex the characters are, I love the unique animals, the magic system, and the dynamics of Hogwarts as a setting.

b. I like the relationships between Harry, Hermione and Ron. I like the way that the setting and the magic system both work together to create a surreal world, where almost anything is possible. I like the freedom that the characters have to use magic, but I like how they still deal with problems that we all have, so it's still relatable (e.g. Harry might be the Chosen One, but he still struggles to find a date to the ball).

c. Harry Potter as a series deals with a sense of belonging, and the idea of a "found family", many characters didn't have good connections with their biological families, but they found strong relationships with other characters instead. Other themes include the danger of power and corruption and the value of authentic friendships and genuine human connection.

d. I personally value the relationships that I choose to make, and friendship is a really important part of my life which means I was able to relate to the characters in this book.

e. Harry Potter teaches us that we should persevere and endure the difficulties of life to fully enjoy the small, precious moments with our loved ones. It also emphasises the importance of empathy and understanding the world from another's perspective.

f. Harry Potter teaches us about the importance of friendship and genuine human connection through the relationships of many characters, but most notably between Ron, Hermione and Harry. This series emphasises a sense of belonging, where the characters all fought for their relationships with each other, even choosing them over their family members. This personally resonated with me, as I value chosen relationships and genuine friendships with others. Through these relationships, Harry Potter teaches us that life is worth enduring difficult times in order to experience great times with our friends and family. We learn how to empathise with others, and work towards harmony within the relationships that we have. This is particularly important in our modern society, as we should fight indifference and look at things from other perspectives before acting.

g. When I fell during the Year 12 assembly in front of the entire year level, got burns on my arms, and was laughed at.

h. Because I'm clumsy, and people saw me humiliate myself.

i. Myself, the entire year level, my friends (who thought it was hilarious) and the teachers, who didn't know what to do with this situation.

j. When I slipped and hit the floor, screeching as I fell (in full school uniform).

k. To collect myself before moving in front of groups of people, particularly when they are bored, and looking for something to laugh at. I also learned to chill out, and not worry so much about other people's opinions.

l. Sometimes, it takes one moment for you to learn a valuable life lesson. In this case, through personal experience, I learned that humans as a whole should care less about the judgement of others, particularly as we are mere mortals. We all have similar experiences to share and equally embarrassing stories to tell; This is all part of the shared human experience. Through falling over in front of the entire year level at my school, during an assembly no less, I learned that the laughter of my peers no longer bothered me. While it was humiliating at the time, I learned that my true friends stuck by me to the end, and I was able to laugh about it with my friends later.

m. A character that I resonated with in Harry Potter is Draco Malfoy. While he's portrayed as somewhat of an antagonist, through character development as the plot progresses, we realise that there is far more to Draco than what meets the eye. While Harry, Ron and Hermione show us the power of friendship, Draco offers an alternate possibility. Draco was isolated, and he was portrayed as a stuck up, almost evil character because we only saw the events from Harry's point of view. Draco had valid reasons for behaving the way he did and teaches us how abuse survivors are often vilified for their 'adverse reactions' based on their previous experiences. Through Draco, the theme that we shouldn't judge others is further emphasised, because the reader learns to see things from different perspectives, and the danger of judging someone without trying to understand where they're coming from.

n. I feel sympathy for Draco because of the way he's framed throughout the films and novels alike. I also resent him a little bit because of the framing of the story, which makes me feel guilty, because of the clever characterisation and the perspective that the story is told from. Harry, Ron and Hermione talk about Draco in a negative way, which inevitably rubs off on the reader without us even realising it.

o. JK Rowling purposefully manipulated the reader through choosing particular adjectives with negative connotations to create the idea that Draco is the antagonist. JK Rowling also let Draco 'pop in' throughout the story, only showing moments when he was being rude or offensive, showing us the negative side of the character. We never got to see what Draco was doing when he wasn't interacting with Harry, and we never understood his reasoning or even his feelings throughout the novels.

p. Adjectives with negative connotations were used to create the effect that Draco was an awful person, rather than showing the struggles that led to his actions.

q. Broccoli is disgusting because it looks healthy for starters (green food is weird) and the tips are crunchy, but then the texture of the stems is really soft and often soggy. Broccoli also tastes really bad, and cauliflower is honestly just a better alternative, because it has less of that harsh taste, and it's also more versatile! Cauliflower rice is a far better alternative to finely chopping broccoli, that's for sure.

r. Broccoli tastes disgusting and the green tinge is particularly off-putting because, from a young age, we are often told to "eat our greens". Parents often shoved forkfuls of broccoli into their children's mouths to make sure they got their nutrients, however, this has long-lasting effects as children associate broccoli with negative emotions and traumatic evenings at the dinner table. Emotional manipulation, such as "Children are starving, eat your greens" leads to children having deep-rooted associations between ethical issues and their food. Often, we are also not exposed to well-cooked food, so for some children, the texture of broccoli can be extremely off-putting. No wonder children struggle to eat their broccoli. Cauliflower is honestly just a better alternative, as it's not green, and is more versatile.

2. Relating Texts to the "Bigger Picture"

a. In Harry Potter, a memorable moment was when Harry first walks into the Great Hall and sees everything that Hogwarts has to offer. His initial shock, wonder, and awe represent the innocence of youth, particularly in contrast to the rest of the series, where the castle is no longer as impressive, and instead becomes a battlefield. In this scene, Harry and his friends are young, innocent, and have a deep curiosity about the new world they've found themselves in. This represents how innately curious we all are, how curiosity is vital for the progression as a species, and how it is always curiosity that leads to new inventions, and the eventual evolution of the human species.

b. *i.* Answer in workbook.

ii. This topic would deal with grief, the depths of grief and the ways we all experience grief. It also tackles the value of human life, and how we grapple with the meaning of life once we realise our own mortality.

iii. The big idea here is pride. We are all prideful, which leads to our natural competitiveness. In order to evolve, we need to be continuously progressing towards a common cause, and personal achievements demonstrate this desire to achieve.

iv. The value of friendship, and the complexities within the relationships we have with others. We're meant to connect with others, to share our experiences, both good and bad. Friendship is a 'basic' idea, but it's still a powerful one. We need to know that we're not alone, and not only that, but we need to feel listened to and understood.

v. To plant seeds in a garden is to have hope for the future. It shows both a deep connection to the land and also forward-thinking. When you plant seeds, you're not immediately reaping the rewards, however, in the future, you'll have many plants. This idea reminds us of hope, that while we may not see any rewards now, if we keep trying, if we keep working towards a brighter future, we'll get there.

vi. This is the idea that we're insignificant in the universe, that it is infinite and will continue to expand even when we're not in it. This reminds us not only of our mortality but also of the insignificance of our lives. This can be a comforting reminder, as our worries are also mild in comparison. Looking at the stars with wonder can be really beneficial, a constant reminder of everything we have yet to explore.

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3. Identifying Language Features and Analysing Word Choice

a.   *i.* Answer in workbook.

ii. Using the word confidence would show that a character feels really good about themselves, and carries themselves well. Confidence has positive connotations, as confident people usually speak clearly, have good posture, smile at others, and generally have good conversations. If someone is bossy, however, this means that they're probably more assertive, and they tell other people what to do. While these words mean similar things, the connotations behind specific words have very different effects on the reader.

iii. If someone is immature, they're childish, disrespectful, and possibly even rude. Childish jokes, making fun of others, or generally causing havoc would all be part of this word. If someone is "young at heart" it means that they probably have a bubbly personality, and they're playful and energetic. In this sense, immature is a negative word, but "young at heart" means that someone is up for an adventure.

iv. Mutt has negative connotations, and we often think of stray dogs at the pound. These dogs have matted fur, they smell, and they're aggressive. Mutt is also associated with impurity and therefore used as an insult. These are the ideas we have when we think of the word mutt. The word dog is a broader term and has no negative or positive connotations. An author would use the word mutt if they wanted us to be concerned about a dog, or wanted the dog to appear dangerous.

v. Strange and weird both refer to someone being different from the rest. However, these have negative connotations based on which generation you're in. For an older generation, strange is a better choice of words than weird, however, a younger generation would say "you're so weird" as a joke. Here, the author would need to consider their audience, and pick a word that best suits their audience.

vi. If someone is eccentric then they're a bit odd, a bit different, but they're more of a crazy scientist and less like someone you should run away from. The word crazy has negative connotations, and we are more concerned about our safety and their actions than if the author called a character eccentric.

b. The personification of the car, "the car complained" immediately sets the tone for the rest of the piece. The word "complain" tells us that this piece is unlikely to be a happy one, and we're already setting ourselves up for something bad to happen. Verbs such as "stumbled" and "limped" give us the impression that this character is struggling. Adjectives are used to describe the character, such as "already tattered jeans" which reinforces the sombre mood of this piece of writing. Personification is used at the end, "It promised a harsher storm than the miserable rain from that day" shows both the miserable mood of this paragraph and the connection between the character and the environment. The character feels terrible, and the moody environment and weather reflect this perfectly.

c. The first statement is impersonal and sets a harsh tone. Words such as "I regret to inform you" and "overwhelming number of applicants" sound very formal, and don't give the reader a sense of comfort or friendliness at all. The second statement is more personal and has a friendlier and less formal tone. It starts with "I'm really sorry" which is personal already, and they continue to compliment the reader through "we really appreciated reading through them" which shows an appreciation for the effort that the applicant went through. The last sentence refers to the applicant's future, which also shows a personal interest in their future endeavours, and is a much more welcoming tone than the first statement.

d. *i.* Alliteration: "vicious void".

Personification: "clouds swallow the sun whole, stealing what little warmth it had provided", "and ignoring the biting cold from the bitter wind".

Metaphor: "I am a piece of string, floating in the wind. I am being pulled in too many directions, and I can feel myself starting to fray."

Simile: "the lake is like a fragile sheet of glass that could shatter from a single touch".

Adjectives (descriptive language): engulfing, soft, flowy, fierce, croak.

Listing: "wallet, keys, phone, jacket".

Simple sentence: "I take a deep breath".

Direct speech: "'Now let's do this all over again,' I croak."

Tone/mood of descriptive language: For example, when the writer used the word "croak" instead of "said, muttered, yelled, gasped" because there are connotations to the word croak, and we understand that this is an older person, who seems to be tired and weary of the world. This is quite different from using the word "exclaimed" which has positive connotations, and we understand that someone is excited, or at the very least, animated and energetic.

Personal pronouns: "I croak", "I stand up".

ii. Personification was used multiple times throughout this passage, suggesting that the writer wanted to paint a picture for the reader, and help us to really feel what the character was feeling. This made it fully immersive, as we feel as though we are the character, rather than feeling like we're looking down at a character. This was shown through "clouds swallow the sun whole, stealing what little warmth it had provided" where the word "swallow" and "stealing" are used to describe the clouds. These human-like qualities help the reader to understand how morbid this all feels, how the character feels deprived of something like perhaps something has been stolen from him, and he may be projecting that onto his environment.

4. Recognising Perspectives

An idea that people often don't consider when analysing a written text is perspective. This basically means who is telling the story, and what influence the writer has on the information that we, as the readers, receive.

For example, if you've read a short story about the loss of a child, or the pain of childbirth, your appreciation of the writing will change if you know that it's written by a woman, and you might be a bit annoyed if a man tries to write about something that he hasn't personally experienced, or the writing may not be as accurate. This isn't always the case, but perspective is really important when analysing a text.

a. If I'm reading a scientific piece of writing, and the author is anonymous, I am less likely to trust the information that I'm reading. This is because, in science, an author has a reputation to uphold. Their job is to provide accurate information. If they haven't put their name, then I don't have anyone to hold accountable for the information they're sharing. We don't know who the author is, or even if they know anything about the topic that they're writing about.

b. Since I already know that Albert Einstein was an intelligent and knowledgeable man, I am more likely to trust the source of information in this piece of writing. This is because knowing the author now means we have context for the writing. We know which perspective (from our own world) the story is being told from, and we can piece together the validity of a story after we know the author and their position.

c. The author has a great impact on their writing, not because they wrote it, but because their personal experiences impact their stories as the personal bias that we all have may bleed into their writing. Once we know more about the author, we can start to analyse how their personal lives impact their writing, and we can break down texts in far more depth.

d. If I'm reading a dystopian novel to understand human emotions and feel the direct experience of a crisis, then I'd prefer to read a dystopian novel written by a person who is able to directly convey the emotions of war, and who won't mislead the reader and will do justice to the horrors of war. Comparatively, if an author has no experience with any hardship, and tries to write a dystopian novel with lots of pain and suffering, I wouldn't want to read their work and make assumptions about the real world, unless they've spoken to people who have experienced such events, or have done sufficient research. There is a real danger in blindly accepting what an author says to be true, and making assumptions that affect real people, without knowing whether these assumptions are true.

e. I would rather read the poem written from the perspective of a woman, as the poem is written about how women feel. A firsthand account will always be more accurate, although it would be entertaining to see two perspectives on the same subject and compare how a man views women.

5. Concept Revision

The first few questions in this section are based on general English knowledge so that the examiner can't trick you during the exam by asking you weird questions. If you can't remember or don't know the answers to the questions below, have a quick read through our English Walkthrough Guide.

a. A theme is the main idea in a text. This idea is usually reinforced throughout the text, and there will be references to it from beginning to end. There can often be more than one theme, but there are usually only a few main ideas in a text.

b. A thesis statement is a sentence that sums up what your essay is trying to prove. It's like the punchline of your argument. It tells the reader what the main idea of your essay is, and what you're trying to prove.

c. The climax of a text is the most intense or important part of the text. It's usually when the main events of the text will happen, where the story has reached its pinnacle of tension and is fast-paced.

d. A theme is the main idea of the text you're writing about. A thesis statement is the main idea of your essay. This is the thing you're trying to prove about the book.

e. Society, the human condition, and wider literature. Linking your text to society and how the themes of the text relate to our lives is really important. The human condition is any element of life that is relevant to everyone. General literature just means comparing your text to others, and explaining how and why this text is different or similar.

f. The human condition refers to the collective characteristics and key events that we share as a human species. This includes birth, death, friendship, emotions, conflict, love etc.

Section Two
Essay Writing/Mixed Practice

1. Understanding Elements of An Essay

a. The thesis statements are *i.* and *iii.*. You could almost say *iv.*, but it's unclear and poorly structured.

b. *ii.* is a better thesis statement, because it explains the reasons behind the main idea of the argument. We know what the writer's three main points are going to be, and it has a really clear structure.

c. Drinking alcohol is bad for your physical health because it may lead to liver disease, heart disease and weight gain. (Adding reasons for why your opinion is valid strengthens your thesis statement. People need a reason to agree with you, and that reason can't be "because I said so").

d.   *i.* "The main character in John Green's Paper Towns had to accept that the girl he loved, Margo Roth Spiegelman, wasn't interested in dating him."

   ii. "Margo said "I didn't need you, you idiot" and "Margo was not a miracle. She was a girl"."

   iii. "As readers, this was shocking, because we expect the protagonist to succeed., and we were hoping that they'd have a happy ending together"

   iv. The end of the paragraph, describing love, relationships in general, and comparing John Green's book with other tropes, is all relating the text to society, the human condition or general literature.

e.

Fragment	Order
While these characters show us the ugly side of being human, how easily we tend towards madness, they also teach us what it means to be human, and what it means to struggle. This ultimately makes our good decisions more meaningful and shows our capacity for both good and madness, enabling the viewer to self-reflect on their own morals.	5
We see this relationship when Batman decided not to kill the Joker, even after he murdered innocent people, which goes against everything he stands for. This is made clear through the Joker, who said "I think you and I are destined to do this forever.	2
In a sense, the Joker and Batman complete each other through their differences; Batman stands for sacrifice and inner stability, while the Joker represents chaos and destruction. Because neither is willing to give up their beliefs, they will always be at odds with one another. Through Harvey Dent, an 'average man' stuck in the middle of two extremes, we see the tension between Batman and the Joker, and Harvey's problems represent our own.	3
Nolan cleverly wields Harvey as a character to force the viewer to look inwards, and realise how we all battle to choose between good and bad throughout our lives. We are always being pushed one way or another, just like Harvey is being manipulated by both the Joker and Batman.	4
The Dark Knight directed by Christopher Nolan, shows how the relationship between hero and villain isn't always black and white. The Joker and Batman exemplify a relationship laced with obsession, where each needs the other in order to feel complete.	1

f. Children shouldn't have to do homework. Historically, homework may be used to keep kids occupied after school and keep them involved in their learning. However, this is not a great way to teach children about the importance of balancing work with the rest of their lives. Many adults understand the struggle of finding a "work-life balance," so why do we encourage our children to follow in our footsteps, likely nurturing similar problems in our future generations? You're never expected to do homework when you're working as an adult, so why do we encourage children, who have already experienced 6 hours of learning, to continue to work? This is a representation of how our postmodernist society is structured with a class system and social stratification, obsessed with the inequitable pursuit of productivity over personal growth and exploration. Instead of allowing our children to spend their afternoons playing outside with their friends, or relaxing at home, spending time with their families or working on personal hobbies, we're encouraging them to work; We're preparing them to serve the system in the future.

h. A general statement about the topic, your thesis statement, and three main points that you're going to talk about.

i. The second introduction is better because it has more detail, briefly explains the plot, has a clear statement about the theme of the text, and also explains the three main ideas (or in this case, three religions and their teachings) to the reader. To make this clearer, the student could also include a sentence about what the teachings of each religion are.

j. While the 'bad introduction' describes the text, techniques were not described, and there was a lack of detail (three main ideas) to indicate to the reader what the essay is going to prove, and how. In contrast, the good introduction briefly describes the plot, mentions both the author and title of the book and also introduces the three ideas that will be discussed in the essay.

2. Turning An Idea Into An Essay Plan

a. Thesis statement: Dogs enhance our quality of life, and we should all have a dog at some point in our lives.

    i.   Dogs make us laugh, and we are more social when we have dogs, and companionship improves our mental state.

- Laughter is good for you, and studies have shown that laughing more means you'll live longer.
- Having a life-long companion means you won't get lonely, and you'll always have someone to talk to about your day (even if they don't talk back).
- f you're lonely, giving an animal a hug releases endorphins and makes you feel better.

    ii.   Dogs keep us physically healthy because we're forced to stay active.

- Staying active is great for your physical and mental health. If you're forced to go outside and walk your dog every day, you're breathing fresh air, getting your heart rate going, and you'll get more fit as time goes on.
- If you're walking your dog, you're more likely to meet other dog owners, and you'll have the opportunity to make friends.

iii. Dogs give us a sense of purpose because they're our responsibility.

- If you're struggling to get out of bed in the morning, you now have the responsibility of feeding and walking your dog. They give you a sense of purpose, because you have to look after them, and they literally rely on you to stay alive.

b. Thesis statement: We should stop forcing children to eat broccoli because it's terrible.

1. Broccoli isn't the only green food that's healthy for you, so we should stop making broccoli the focus when children aren't eating healthily.

2. Broccoli isn't very versatile, and can't be made in exciting ways. Therefore, we should find another vegetable that is more versatile and fun to cook with.

3. The texture of broccoli is very easy to mess up if cooked incorrectly, and the contrast between soggy stems and crunchy tops make this an awful vegetable for children to try and love.

Section Three
Exam Practice

1. Understanding and Interpreting Essay Questions

a. Note: the following answers are more in-depth than you will have room to write in your workbook. Don't stress about the length, clarity is more important than word-count.

i. Describe how at least one character or individual in the text accepted change. Explain why the character or individual willingly accepted change.

Personal interpretation:

The question states "at least one" character, so something to note is that (if my chosen text suited this option) I could compare the responses of different characters to change, and how they accept change in different ways, or because of different reasons.

Personal interpretation applied to text:

In Paper Towns by John Green, two characters accept change as they mature throughout this coming-of-age novel. Margo and Quentin are contrasting characters who show us what it means to be a teenager trying to navigate your identity in a world that is trying to put you in boxes. Through three metaphors, strings, grass, and vessels, John Green shows the reader how these two characters develop their mentality about the world around them throughout the novel. Eventually the two accept that their ideas of each other were simply idealisations, and they understand each other as real people, who are equally flawed and vulnerable. Margo and Quentin both go on physical and mental journeys to eventually accept change; Margo escaping her home city to search for herself without the expectations of others, and Quentin in search of Margo. Quentin realises that Margo is simply a girl, as flawed as himself, rather than a mystery to be solved, or a prize to be had at the end of a journey. Margo realises that Quentin is a boy who cares for her, rather than another 'fake person' in her hometown that she is trying to escape from.

Identify the **describe** and **explain** part of your analysis:

How each character grows and develops acts as the describe part of the question. The explain component is covered by discussing each character's own personal development and realisations allow them to willingly accept the change within themselves and the people around them.

ii. Describe a conflict in the text. Explain how the conflict helped you to understand human nature.

Personal interpretation:

Conflict here could be between characters, or the characters against the situation they find themselves in. I'm going with the conflict between Jack and Ralph in Lord of the Flies because their characters were intended as a manifestation of two parts of the self; the side of us with self-control, and the primal instinctive part of the self. The relationship between characters exemplify the conflict that individuals often feel within themselves, hence describing a part of our human condition.

Personal interpretation applied to text:

The conflict between Jack and Ralph in <u>Lord of the Flies</u> describes the tension between two people with differing opinions. However, this is only allowed to escalate into deliberate violence when everyone is emotionally drained and vulnerable. In other words, when people are stressed, scared, or fearful, they often resort to primitive and superstitious behaviours. The boys pride themselves on being civilised, English boys, and this guides their actions at the beginning of the text. As they become more tense, hungry, and scared of their situation, the boys' behaviours become more extreme and sporadic as they confuse the Beast with the friction between characters, exemplified in Simon's run-in with the Lord of the Flies: "There isn't anyone to help you. Only me. And I'm the Beast... Fancy thinking the Beast was something you could hunt and kill!... You knew, didn't you? I'm part of you? Close, close, close! I'm the reason why it's no go? Why are things the way they are?" The Lord of the Flies taunts Simon, and brings into question the validity of the boys' fears. The conflict between Jack and Ralph in particular, demonstrates how humans can tend to behave when put under duress. Namely, that the guise of civilization withers away to reveal primitive behaviours we humans often like to think we have evolved beyond. Jack embodies the savage side of the human condition, while Ralph does his best to upkeep the rules of society. "Ralph accuses Jack of breaking the rules. Jack questions Ralph's leadership. He says he doesn't care about the rules, that he'll hunt the beast and kill it." This exchange begins the division and impending conflict between the boys, as Jack deviates from the civilization the boys have created.

Identify the **describe** and **explain** part of your analysis:

The identification of conflict between two of the main characters is the describe element. The explain component is covered by identifying how the conflict exemplifies the relationship that people can have within themselves (i.e. our inner child vs. our inner adult) is also a conflict which arises between people. It tells us that this tension between the selves is an inherent element of the human condition.

iii. Describe an important idea in the text. Explain whether or not you think this idea is relevant to teenagers today.

Personal interpretation:

The important idea I understood from <u>Paper Towns</u> was to see yourself not as a main character, but as another human cohabiting Earth. No one is more important than another, and no one is 'deserving' of earning someone's love just because they went through some kind of personal development.

Personal interpretation applied to text:

In Paper Towns by John Green, the main idea is seeing the raw, vulnerable side of people, for who they truly are. Green turns the 'Manic Pixie Dream Girl' trope on its head (where a mysterious female is used as a plot device for the male main character) and forces the reader to confront their ideas about female characters in novels. This idea is relevant to teenagers today because it encourages teenagers to realise the danger of idealising others, which is prevalent in society, especially with the impact of social media on our lives and mental wellbeing. Green confronts the reader by forcing us to consider our own views of others, and of ourselves. Although the ending is shocking for readers, Green uses our disappointment in their failed relationship to show us that our expectations of texts are unrealistic and unhealthy. Instead, he shows us the reality of our own lives; people are not side-characters in our story, but rather are entire people themselves, just as confused and vulnerable as we are. To imagine them any other way is dangerous and harmful to both yourself and others.

Identify the **describe** and **explain** part of your analysis:

The important idea is dismantling the thought that the hero always gets the girl or that they're even deserving of it. It is explained through the lens that women are not trophies for men's character development, nor are men a plaster solution for a female's insecurities. Instead, we're all equally unsure of ourselves, have our own challenges to overcome, and unfortunately, the universe won't curate our lives like some Hollywood film.

iv. Describe either a realistic or unrealistic setting in the text. Explain how the realism or unreality of this setting helped you to understand a particular idea.

Personal Interpretation:

Hunger Games serves as an allegory of a capitalist society pushed to its limits. There are elements of the world Collins creates that seem wildly unrealistic. However, when it's boiled down to its core components, it acts as a hyperbole of our contemporary post-modern society which is beginning to show signs of breaking under the weight of the political, economic, and cultural structures that our predecessors have created.

Personal interpretation applied to text:

The setting of Hunger Games is a deliberately unrealistic setting created by Suzanne Collins to warn the readers of the dystopian future she describes. Districts, and the large division between the rich and the poor serve as a realistic tether for the audience to compare their world to that of the text. The unsettling setting of Hunger Games ultimately aims to describe how society can progress in a dystopian way, with huge divisions between people, poverty, violence, and a powerful minority class. Through this, I am able to understand how small differences in society can continue to grow over time to become something greater (and more terrible) that we today only thought possible through a story.

Identify the **describe** and **explain** part of your analysis:

<u>Hunger Games</u> is described as an unrealistic setting. The explain component is covered by connecting the unrealistic elements of the text to parts of our own world and explaining how where our society currently is can lead to the world that Collins describes in her series.

b. *i.* Through Margo's mysterious disappearance in John Green's <u>Paper Towns</u>, we learn that in order to find ourselves, we must first strip ourselves from the idealised people we portray to the world. Instead, Green encourages the reader to stop idealising others, and to instead see them as vulnerable people like ourselves; Only then do we see people as they truly are.

ii. Collins exemplifies the idea that the disadvantaged will always be used as entertainment pieces for others. She describes a dark part of human nature that is willing to become desensitised to violence and murder by seeing the poor as a sub-human 'other'.

iii. Through Quentin's developed understanding of his childhood crush and friend, Margo Roth Spiegelman, we see the danger in idealising others, both on the observer and the person being observed.

c. Note: the question we've chosen to answer here is different from the ones you had to choose from. The idea of this exercise is for you to apply your own personal interpretation to the question and your specific text. We've chosen a different question so that you don't feel like you have to follow these answers too closely. It's the vibe we're after here.

i. Describe an important technique used in the text. Explain how this technique led to an emotional response in the reader. Techniques could include characterisation, dialogue, narrative point-of-view, language techniques, style, or structure.

ii. 1. The first metaphor about strings shows people as having connections that can be severed and is a somewhat morbid way of viewing individuals.

2. The second metaphor about grass reveals that our connections to others help us understand them, which provides background for who we become as people.

3. The third metaphor about vessels shows that even when we think we understand others, we're merely imagining what they might be, instead of seeing who they really are. The third metaphor reveals that we shouldn't hide behind images of ourselves, but should instead aim to cultivate meaningful relationships with others.

iv. In order to properly answer the question, I should further explain how each metaphor provides an emotional response in the reader, however, this is something I will keep in mind when writing the essay (shown in the next section). I could also explain why the author decided to use this structure, and WHY the structure gives this emotional response.

2. Practice Exam

Written text type:	☑ Novel ☐ Poetry/ song lyric ☐ Non-fiction ☐ Short story ☐ Digital/ online text ☐ Print Media
Title:	Paper Towns
Author(s):	John Green
Question number:	*viii.*

The structure of <u>Paper Towns</u>, written by John Green, allows the reader to emotionally invest in the main character, Quentin, as three sections represent three ways of viewing the world, enabling the reader to explore Quentin's psyche as he matures throughout the novel. In this sense, we feel connected to Quentin, and understand his changing viewpoint as we progress through the novel alongside him. Through this method of segmenting the book via three predominant metaphors, Green leads us through the process of self-discovery with his characters, cleverly uncovering our ideas of others and ourselves in the process.

In this first section, Margo and Q find a dead body, stating "maybe all the strings inside him broke" which shows how strings are used to symbolise our connections with others. When these connections are severed, we become closer to death, as there is less to live for. Strings are used to show the fragility of the characters' mental states, and we enter this emotional journey to self-discovery with Margo and Quentin. Strings also reflect the relationship between the two characters, as Margo takes Quentin out on an adventure, but then goes missing the next day, and Quentin says "our strings separate, then come together again." In this section, Quentin is haunted by his past and has a very morbid view of the world, and of Margo. This is quite confronting to the reader, and we see Margo as Quentin does: A broken, mysterious girl who is slowly cutting her strings and removing herself from the narrative. We feel sympathetic towards the characters, which is especially impactful for teenage readers, Green's target audience, as we struggle to form our own identities. However, Quentin realises "we are not as frail as the strings would make us believe" which leads us into the second section of the novel. Green structured the book with this setup to make the ending more impactful because we see the progression of Quentin's emotional state, and the ending becomes shocking and meaningful.

The second section introduces the metaphor of grass when Quentin said: "Maybe we're grass, our roots so interdependent that no one is dead so long as someone is alive." This metaphor shows how Quentin has accepted his 'roots' and acknowledges the difference between Margo and Quentin; Margo uses freedom as a way to self-discovery, while Quentin's connections to others gave him courage and grounded him within himself. In this section, Green leads us to understand that when we feel connected to others, we begin to understand them. Q realises that in order to understand Margo, he needs to try and remove his idealisation of her, and instead understand her as a flawed

Answers

individual; The metaphor of grass "helped me to imagine you as a real person." Green shows us a more hopeful perspective of the world, however, he also hints at the danger with this viewpoint. Green exemplifies how comparison becomes a source of insecurity, especially as "we worship others as gods or dismiss them as animals," something that is prevalent in our modern society with the rise of social media.

The third section concludes the novel, with the predominant metaphor being people as vessels. This viewpoint shows how Margo and Quentin both developed throughout the novel, showing the reader an acceptance of others, and the realisation that people are constantly evolving and developing. A vessel is something that allows you to hide from the world, much like we hide behind images of ourselves until the vessel begins to crack and we see our true selves revealed. It's at this point that Quentin realises "how Margo felt when she wasn't being Margo Roth Spiegelman; she felt empty." which shows how Margo had an image that she presented to the world but was unsatisfied with who she really was underneath it all. When Quentin finds Margo, and she doesn't want to come home with him, we feel cheated from our 'storybook' ending. However, this shocking and unfulfilling ending was intentional, as Green cleverly wove the structure of this novel in such a way that we empathised with Quentin, and his hopes to 'get the girl' became ours as well. Green did this to show the danger in idealising others, particularly as we dismissed Margo's ambitions as her own character, not realising that she had her own goals and dreams, and didn't need Quentin at all. This is when the reader and Quentin finally understand others as vessels, seeing "[Margo] almost perfectly in this cracked darkness." Again, the cracked metaphor shows that when we stop cultivating the ideals that others have about us, when we stop enjoying being something more than ourselves, we begin to form genuine relationships with others. As Quentin said, "Once the vessel cracks, light can get in [...] before that we were just looking at ideas of each other." This is where Green really confronts the reader, using the third metaphor as a form of self-reflection, imploring us to understand what he'd been trying to convey all along; We can't begin to understand others until we stop imagining who they are, and we can't be true to ourselves until we become more vulnerable and open with others.

Green's Paper Towns uses three metaphors of string, grass, and vessels to show lead readers on an emotional journey with his characters as they struggled with identity and tried to find their places in the world. Through the changing perspectives on others, we realise the danger in idealising others, and learn that in order to truly understand others, we must see them as they are. Additionally, Green implores the reader to look within themselves and see the implications of putting up a façade and shows us the importance of being vulnerable and open with others, in order to cultivate genuine relationships.