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91100



911000



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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.

Achievement

TOTAL

8

ASSESSOR'S USE ONLY

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.)

The use of metaphor of when the writer is comparing the waves to his life, "Watching the waves, I see in them my life so far - the good and the bad, the happy and the frightening, the loved and the lonely." The writer's purpose is to compare each wave to his life one wave is good and bad the next wave in his life is happy and frightening and the next wave is the love and the lonely. Saying that ~~now~~ after the narrator rides one wave and falls off or it comes to a end the next one always emerges and it just jumps on that wave until it is finished again or until he falls off. So altogether the narrator is saying that ~~his~~ his life is a rocky one and just get through it.

The personification, "The power of the ocean ~~tells~~ tells me that to try would be foolish ^{as the sea is not and it is not} The writer's purpose is to tell the audience that sometimes the ocean speaks to him but even himself he thinks that it is foolish and he can't believe it. He thinks to himself that he is going insane but he continues to hear it so he just sits there as listens he does not response he just sits there and ~~the~~ listens to ~~the~~ the ocean. The use of this personification makes the ocean do human like things

like talk. And tries to answer all the narrators problems.



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.)

The language feature listing is used when the poet talks about natural disasters a cloudburst can bring on, "lucky us; others in the same lottery drew bombs, pestilence, earthquakes, fire, terror and starvation." The poet's purpose is to ~~show the audience~~ explain to the audience what you can actually get in different ~~parts of~~ places in the world with a cloudburst and it's a bit like the lottery you could get a bomb, pestilence, earthquake, fire, or just straight terror and starvation. It makes the audience realize what a horrible world we live in and how harsh reality can ~~be~~ effect us very quickly with this disasters.

The use of hyperbole, "we resolved we had suffered a once-in-a-thousand-years disaster." The poet's purpose is to ~~tell~~ exaggerate that this flood is once in a thousand year disaster to make it sound that bad that it hardly happens and only happens every millennium but it probably wasn't that bad and it would only happen once in every decade but the poet wanted it to sound worse than it was because he had already described it like it was a massive ~~thing~~ flood as he says, "streets sunk beneath the

waves" which is ~~this also~~ "a sea spilt out of the sky." This is already an exaggeration as a sea could never spilt out of the sky and if it did the world would be destroyed. These uses of hyperboles is to make the poem more interesting because it would be boring if the poet just said lots of rain dropped out of the sky it's more exciting to say the sea fell out of the sky ~~as~~ something like that to spice things up a bit. //

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 use of listing when the~~

The language feature listing is used when the writer talks about what poems are, "they're pieces of language that brim over with more than everyday language holds - with sounds, story, history, grief, love, comedy, and all sorts of unexpected meaning." The writer's purpose is to show that New Zealand poetry has all of these qualities that he has listed ~~but other poetry lacks some of these qualities~~ as he is giving a definition but other poetry seems to lack some of these qualities as they struggle to find a meaning for other poetry around the world as it is a big pointless to even be reading it let alone writing it. But NZ poetry is meant to be read for a reason and written for a reason. This is shown as it is one of the meanings he has listed in the phrase above.

The use of hyperbole, "Such poems make the world bigger". The writer's purpose is to make the piece of writing interesting by exaggerating the story a little bit and being lively about certain ways to make the world bigger because everyone knows that the world can't be made bigger even if you want it to be made ~~big~~ bigger by word play.

The use of tone in line 14/15 is to show that people that are not into poems are putting them down in a sort of snobby tone as to say that they aren't ~~poet poems~~ poems because they aren't good enough for them. As they responded to say they are "not ~~poet~~ poems." The writer's purpose is to have a dig at these sorts of people and make them want to read on to find out what a poem really is as it seems they are too classless to know.

Achievement exemplar 2016

Subject:		English	Standard:	91100	Total score:	8
Q	Grade score	Annotation				
1	A3	The candidate identifies <u>metaphor</u> and gives an example, and analyses its use, suggesting that the writer is comparing life to waves, that the waves of life emerge and are ridden, and that “his life is a rocky one and [he] just gets through it”.				
2	N2	This response does not answer the question with analysis, instead paying attention to the flood itself and to poetry as a form.				
3	A3	The technique of <u>listing</u> is exemplified and analysed in terms of the question; the candidate discusses the way the list defines New Zealand poetry, and this is contrasts it with other poetry which “seems to lack some of these qualities”.				