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91472



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NEW ZEALAND QUALIFICATIONS AUTHORITY
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SUPERVISOR'S USE ONLY

Level 3 English, 2017

91472 Respond critically to specified aspect(s) of studied written text(s), supported by evidence

2.00 p.m. Tuesday 14 November 2017
Credits: Four

Achievement	Achievement with Merit	Achievement with Excellence
Respond critically to specified aspect(s) of studied written text(s), supported by evidence.	Respond critically and convincingly to specified aspect(s) of studied written text(s), supported by evidence.	Respond critically and perceptively to specified aspect(s) of studied written text(s), 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.

Write ONE essay 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.

Excellence

TOTAL

08

ASSESSOR'S USE ONLY

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

In your essay, discuss the extent to which you agree with your chosen statement. Respond critically to the statement by making a close analysis of the text(s).

Begin your written text(s) essay here:

Statement number: 5

A text set in a challenging environment has much to teach us, the readers, ~~Both~~ ^{is a statement} of which I agree to. Both ~~the poems 'I, too, sing America' by Langston Hughes and 'Still I Rise' by Maya Angelou~~ are poems that are written and set during a challenging time, a time ^{where} ~~where~~ African Americans faced oppression. Although both poems are written in different contexts, they unite through the desire to fight against social injustices. ~~The~~ Both poets ^{create} ~~provide~~ a historical lens which the readers can critique their own contexts ^{social} ~~social~~ injustices. Additionally both texts teach the readers about valuable social functions.

^{set in a challenging environment}
~~The context of~~ ^A a text can ~~allow the~~ ^{can} teach the reader that despite the contexts there are always significant challenges that you are faced with. The poem 'I, too' was published in 1945, 10 years before the civil rights movement, a time ^{when} ~~when~~ many African Americans faced hardship ^{and had minimal opportunities}. Hughes wrote: "I am the darker brother... they send me to eat in the kitchen when company comes" The kitchen is not only representative of him being the help but is a metaphor of how the "kitchen" is the margins of society where many African Americans, in the words of Hughes, are "sent to eat". ~~The~~ The table

Where many people eat has connotations of warmth, comfort, sharing, communication; ^{compared} ~~compared~~ with Hughes who is eating in the kitchen portraying ^{connotations} ~~a sense~~ of cold ~~and~~, 'separation and rejection. In comparison, 'Still, rise' was published in 1978 ~~at~~ when the beginnings of the civil rights movement and feminist movement had changed American society. In this challenging environment African American ^{women} had more opportunities than ever before. However, a social commentator at the time noted that: "All too often, 'black' was equated with black men, ^{and} ~~black~~ 'white' was equated with white women, as a result, black women were an ^{invisible} ~~group~~ group whose existence and needs were ignored." Despite this Angelou stood up and made sure her ~~existence~~ needs were not ignored. Angelou used rhetorical questions such as "Does my sassiness upset you?", "does my sexiness upset you?" and "does my haughtiness offend you?" Angelou was in a time period where she could dare to question the 'oppressor' directly. She had a voice which she could use to confront, whereas Hughes had no powerful voice. These texts which were set in a challenging environment are able to teach ^{the} ~~the~~ modern day leaders that even if there has been progress in history there is still challenges you have to ~~embrace~~ ^{in new and} face ^{'improved'} contexts. These texts teach us that in order to have a 'successful' environment ^{input of} there needs to be continuous effort. ~~input of~~

A text ^{set} in a challenging environment brings attention to the ^{transcendent} ~~and~~ universal social injustices present in the world today and ~~how to deal~~ ~~with~~ encourages ^e the reader to ~~to~~ think about the

Social injustices present in their context. ^{Context} ~~today~~ The ~~time~~
 when Hughes wrote 'I, too, sing America' there were many
 significant social injustices, it was a time when there were
 limited ~~opportunities~~ employment opportunities for African Americans,
 many were employed as domestic help and it was not uncommon
 to be in an abusive ~~work~~ environment. In the poem, Hughes
~~writes~~, began with "I, too, ^{sing} ~~sing~~ America" and ends with "I, too,
 am America." This portrays that he, and ~~the~~ other African Americans,
 are not just merely participating in what ^{makes} ~~makes~~ one American but
 are now apart of their society. Similarly with 'Still I rise'
 Angelou is confronting her painful heritage of slavery and
 is able to move past it and grow stronger. This can be
 seen when ~~Angelou~~ Angelou writes "out of the huts of history's
 shame, up from a past rooted in pain" and "leaving behind nights of
 terror and fear." ~~She~~ She is also importantly "bringing the gifts her
 ancestors gave" showcasing that ~~as~~ ~~at~~ ~~a~~ everyone has gifts
 they can bring despite the prejudices society has ^{hounded} ~~forced~~ ~~upon~~ ~~them~~
 with. ~~This challenging environment can be seen~~ Many people
 in the world today are still disconnected from society such
 as the Syrian and Rohingya refugees. There are also my citizens
 in their own countries who are marginalised ~~and~~ pushed to the
 fringes of society ~~such~~, Muslims in western countries
 for example. These challenging environments which the poems
 are set in are the contexts in which ~~they~~ ~~the~~ ~~poets~~
 lived. They are teaching us that social injustices are
 a universal and transcendent. They ^{texts} provoke the reader
 to question who is marginalised in ~~our~~ the world currently
 and bring attention to social injustices they may have
 of their own.

A text set in a challenging environment promote and ^{teach us} valuable social functions. A valuable social function both poems present the reader with is ^{a tone of} "self worth." In the poem "I, too, sing America" ~~it is~~ it is written that "they'll see how beautiful I am." ~~and~~ similarly in "still I rise" ~~it is~~ it is written ^{Angelou wrote} "does it come as a surprise that I dance like I've got ~~at~~ diamonds at the meeting of my thighs." Both poems ~~a~~ portraying a sense of self worth ~~and~~, that they know they are beautiful and that the 'oppressor' should feel ashamed. "I, too, sing America" has ~~portrays~~ the valuable social function of hope. ~~It is~~ ~~written~~ ~~that~~ ~~Mughe~~ ~~wrote~~ "tomorrow I'll be at the table when company comes." ~~There~~ ~~is~~ use of enjambement ~~throughout~~ from start to end of this poem; it goes from the kitchen to "tomorrow" to a "then" when the 'oppressors' will see how beautiful he is and feel ashamed. ~~This~~ ~~language~~ ~~feature~~ ~~shows~~ ~~there~~ ~~is~~ ~~hope~~ ~~for~~ ~~a~~ ~~forward~~ ~~direction~~ ~~which~~ ~~there~~ ~~is~~ ~~no~~ ~~looking~~ ~~back~~; forward to a better, brighter and more equal future. Both the poems have the social function of ~~the~~ determination present. ~~Mughe~~ ~~wrote~~ "But I laugh, eat well and grow strong" showing that ~~society~~ ~~cannot~~ ^{he cannot be} weakened by society and he is determined to grow strong and sit at the table. ~~But~~ ~~additionally~~, Angelou wrote "you may write me down in history with your bitter, twisted lies but still... like dust, I'll rise" This shows that no matter what adversity or hardship she is faced with she will rise above it. Angelou uses a repetition of "I rise" to again show her determination to

to not be pushed down and oppressed. ~~Lastly both poems~~
~~are written in a first person voice which shows the claiming~~
~~of identity and n~~ These valuable social functions teach
 us, the modern day readers, that we have to be hopeful
 and determined to overcome our adversities. Both poems
 are not resentful, bitter or ^{intended for} revenge ~~part~~ which lead us to
~~just~~ think about our highest self and our valuable social
 functions.

~~Through contexts &~~ A text set in a challenging environment
 has much to teach us as is a statement of which ~~is~~ ^I fully
 agree with. The context in which a poem is written in teach
 us that even if there is progress in history there are still
 challenges you have to face in the new 'improved' context. ~~Added~~
~~add~~ ~~in addition~~ ~~in addition~~ that social injustices are
 transcendent and universal ~~ideas~~ and can be seen in any context.
~~And~~ ~~at~~ ~~the~~ Lastly a text in a challenging environment teach
 us ~~that~~ about valuable social functions which we need
 in order to ~~over~~ fight against social injustices.

* Both texts use a first person voice which shows them
 claiming their identity and not accepting one that is ^{forced} ~~thrust~~
 upon them.

Excellence exemplar 2017

Subject:	English	Standard:	91472	Total score:	08
Q	Grade score	Annotation			
5	E8	<p><i>Still I Rise</i> <i>I, too, sing America</i></p> <p>Mature, perceptive and thorough critical analysis of how texts set in a challenging environment can teach both audiences – the audience for whom the text was written and a contemporary audience.</p> <p>Thorough understanding is shown of how writing has been crafted to achieve author’s purpose, and there are many varied examples of evidence from the text.</p> <p>Good comparison of the two texts.</p> <p>The writing has errors, but the ideas contained within the essay show both perception and insight.</p>			