

No part of the candidate evidence in this exemplar material may be presented in an external assessment for the purpose of gaining credits towards an NCEA qualification.

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91474



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NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

SUPERVISOR'S USE ONLY

Level 3 English, 2014

91474 Respond critically to significant aspects of unfamiliar written texts through close reading, supported by evidence

2.00 pm Monday 17 November 2014
Credits: Four

Achievement	Achievement with Merit	Achievement with Excellence
Respond critically to significant aspects of unfamiliar written texts through close reading, supported by evidence.	Respond critically and convincingly to significant aspects of unfamiliar written texts through close reading, supported by evidence.	Respond critically and perceptively to significant aspects of unfamiliar written texts 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 91474R 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.

Excellence

TOTAL

21

ASSESSOR'S USE ONLY

QUESTION ONE

Refer to Text A, "The Plum Tree and the Hammock", on page 2 of the resource booklet to answer this question.

Discuss the attitude of the writer towards her social and physical environment, referring to at least TWO specific aspects of written texts.

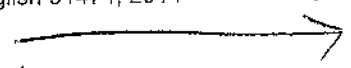
Aspects may include figurative language, syntax, diction, point of view, structure, and narrative style.

There is a ^{attitude} ~~word~~ of hostility that the writer presents to the Conollys. The writer is clearly very possessive of the tree and her importance placed on ownership is particularly highlighted through the repetition of ~~our~~ pronouns to mark possession. (I.e. our place, belonged to us) (their place, their side) to the author this shows that she ~~the~~ ~~past~~ emphasizes and cares about ~~one~~ the distinction of ownership. What belonged to her family was not what the what belong to the Conollys were. Thus, she appreciates the separation and distinction. However, her attitude of hostility stem from the fact that "our palm tree" had grown over to the neighbours who benefit from it. The reader clearly claims possession of the tree "our tree" and is bitter over the Conollys helping themselves to ~~the~~ the fruits and tree but not giving anything in return. Her hostility and animosity she feels towards her neighbours can ~~be seen~~ is evident through her description of them. The adjectives used to describe the Conollys "sharp, economical, grim, long with a chin that waggled." and their house "strange" are all words with a negative connotation and has a very detached, unfeeling ~~feeling~~ feeling associated with the words and towards the neighbours. ^{The writer} ~~The~~ ~~family~~ is ^{clearly} ~~probably~~ not friendly with the neighbours through her unfiltered description of hostile words. This is contrasted with

the writer's other neighbour whom ~~they~~ ^{the writer} benefits from his apples, the ^{name} Mr Smart was chosen deliberately and the word smart has a much lighter connotation which indicates the writer's clear fondness and his friendliness towards him. From lines 1 to 12, the prose is constructed of very long sentences. ~~The writer uses~~ ^{the} long sentences to create the feeling of a rant which the writer gives, the writer could go on and on venting about her bitterness which culminates in the construction of the very long sentences. The rant is to show the writer's attitude towards her neighbour!!

The writer has an attitude of indignity towards her own ^{immediate} environment (her house) as she envies the more fruitful, delightful environment of her neighbour. The writer feels injustice that her neighbour reaps the benefit of her plant and is thus unhappy + bitter about her physical environment. This is shown through the juxtaposition of adjectives used to describe her fruit v.s. the neighbour's fruit. ^{which she uses interchangeable adjectives i.e. small + more with a negative connotation to describe her environment.} whilst her neighbour's fruit is described as big plant. Her envy is shown by referring to herself as we children, it shows the child like quality of being envious of someone else's possession and feels indignant as she feels that she is at the receiving end. She is unhappy with her own environment. The garden of Eden is an allusion towards the garden of Eden in the Bible which ~~was~~ was abundant in fruit in conjunction with the alliteration paradisiacal pleasure shows how envious the writer is and she uses ~~Godly~~ ^{in a sarcastic way} terms such as paradisiacal (Garden of Eden known as Garden of Paradise) to show how she felt her neighbour were undeserving of the beautiful ~~and~~ ^{and} fruit they received. ^{and} ^{English 91474, 2014} ^{bucket} at end of page. ^{for} ^{Supan's}

the writer uses the juxtaposition of adjectives used to describe her fruit v.s. the neighbour's fruit. Her envy is shown by referring to herself as we children, it shows the child like quality of being envious of someone else's possession and feels indignant as she feels that she is at the receiving end. She is unhappy with her own environment. The garden of Eden is an allusion towards the garden of Eden in the Bible which was abundant in fruit in conjunction with the alliteration paradisiacal pleasure shows how envious the writer is and she uses Godly terms such as paradisiacal (Garden of Eden known as Garden of Paradise) to show how she felt her neighbour were undeserving of the beautiful and fruit they received. ^{bucket} at end of page. ^{for} ^{Supan's}



QUESTION TWO

Refer to Text B, "All Possession Is Theft", on page 3 of the resource booklet to answer this question.

Discuss how the writer explores the idea of ownership, referring to at least TWO specific aspects of written texts.

Aspects may include figurative language, syntax, diction, point of view, structure, and narrative style.

Text B, "All Possession is Theft" is about the writer recounting when he bought a house ~~from~~ from a ~~land~~ ~~agent~~ real estate agent. The writer explores the idea of ownership through the use of personal pronouns. He believes that whoever owns the house also ~~has~~ ^{has} rightful possession / ownership of the trees / plants ~~that~~ in its premise. "Neglecting his paths but cared for by his trees". The doctor who had been the previous occupant of the house in the writer's view owned the trees as his possession is exemplified by the ~~presence~~ ^{presence} his trees. Now as the writer has bought it, ~~the~~ ~~it~~ and is the current occupant it is the writer's trees. ~~The title of the text refers to "All Possession is Theft"~~

Therefore the writer thinks it justifiable to take the fruit off the tree (snatching it away from the tree's possession) for his own as he now lives here ^{it} indicating that he has bought the house. The writer uses a metaphor for the ~~of~~ fruit (a small bag of gold), a fruit to us may be dispensable, but to the author, he thinks this to be something as valuable as a small bag of gold, thus if he did not own the house and the plants + trees (in his mind), he would be stealing (his ~~others~~ can be considered theft).

nevertheless, the poem is filled with irony because although the writer now lives here and believes he has ownership, the title is "All Possessions is Theft". The pohutakawa is shown possession of itself & again through the use of personal pronouns "faun pas auasus its geneologies", this shows that essentially the pohutakawa belongs to itself and has its own history that cannot be bought or possessed by any other. Thus the writer in the title is trying to say that we do not own anything of nature, it belongs to itself, if we do we haven't stolen it and it is considered theft.

QUESTION THREE

Refer to Text A and Text B to answer this question.

With reference to both texts, compare the way nature is used to convey mood(s) throughout the texts. Refer to at least ONE specific aspect used in each text.

Aspects may include figurative language, syntax, diction, point of view, structure, and narrative style.

In both texts, the writers are very fond of nature, creating a mood of ~~love~~ ^{appreciation} ~~of nature's beauty~~ through their description of nature. In text A, the adjectives used are "rosiest apples" and "big plums" whereas in text B "golden, peered, luminous". The adjectives help build a beautiful imagery of ~~the~~ nature. The adjectives used have a positive connotation to it. However in text B, the writer has a much mood towards nature. In text A, the writer only considers the neighbours fruit to be appreciable. Her own fruits are considered small and mean and describes it as a "mean to be less mean-like creature lived there". Thus ~~too~~ the writer that she does not consider all of nature to be beautiful. Whereas in text one, all descriptions of nature have a positive connotation and shows how the writer truly appreciates nature. In text A, the writer only appreciates the part of nature that will benefit her "big plums and rosiest apples", the more slight fruits are described with term "mean". In text B, the writer is more focused on giving detailed accounts of nature ~~at~~ whilst the house ~~as~~ he had not gone into description as he had "nothing to say" and the fragmented speech of the agent "The elevation here..." blocked out by the writer as he is fixated on

the ~~fruit~~ ^{fruit} shows how the writer in text B shows ~~a mood~~ ^{a mood} of intimacy and love for ~~the~~ ^{the} nature than other things in life. ~~whereas~~ ^{whereas} ~~text A~~ On the other hand, the writer of text A focuses most of the prose on ranting and her disdain towards the neighbour instead of going into great lengths of describing nature like Text B does. Thus Text A, there is a mood of appreciation however the writer does not appreciate all of nature. In text B, there is a mood of admiration, awe and intimacy as the writer is very ~~atuned~~ ^{attuned} and admires nature.

Excellence exemplar for 91474 2014		Total score	21
Q	Grade score	Annotation	
1	7	Excellent, sustained critique through the analysis of use (pronouns, adjectives), discerning awareness of the individuals involved and their different contexts. Effectively and efficiently use textual references.	
2	7	Comprehensive contrast of the past and present owners. Nice critique of the respective individuals' thoughts and motivations against one another and against the Pohutukawa tree.	
3	7	Integrated and perceptive response that clearly identifies the comparisons between the two writers and their perceptions towards nature. Balanced response that sufficiently presents both texts with clear awareness and insight.	