

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.

3

91474



914740



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

SUPERVISOR'S USE ONLY

Level 3 English, 2016

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

2.00 p.m. Tuesday 22 November 2016
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.

Merit

TOTAL

14

ASSESSOR'S USE ONLY

QUESTION ONE

Refer to Text A, "An Artist's Childhood", on page 2 of the resource booklet to answer this question.

Discuss the way the writer reflects on his own development, referring to at least TWO specific aspects of written texts.

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

The author (Grahame Sydney) used the technique of first person point of view in order to engage the readers. By ~~using~~ speaking from his own point of view the author was able to reflect on his childhood through a different perspective, this helped the reader understand the authors emotion and how that emotion has changed. For instance "The habit of one or other parent giving up half a day, on weekends mainly, to drive their school boy son... seemed perfectly normal to me", this reflection is able to connect with the reader, as we all recall these naive moments we had as children. Towards the end of the text he recalls from when he was a teenager, which means the reader is able to understand ~~more~~ the authors opinion at three different stages of his life and compare them together, to see how much the author has grown and developed. The use of jargon became more specialised throughout the text, when he was a boy word use such as "irksome watercolours" and "Croxley Li-Flat spiral bound sketch book" then to "the loose and dashing paintings I'd seen by the reigning queen of the Art Society, Shona McFarlane". This use of jargon

exhibits how much the writer has learnt and how more passionate he is for art. Diction / word choice was another language feature the author used throughout the text to create a certain overall tone. Word choice such as "indulged... wish... scribbled... wrestled... expeditions... wander" these particular words create a light, happy childish mood in the text. The connotations associated with this type of emotional language ~~given~~ gives the text a cheery and playful tone. This word choice and tone changes as the text progresses, as in one of the last line the author writes "hypo fixing chemicals lured me into the depth of the darkroom" this is drastically different from the previous connotations which were used to create a happy mood, and this ~~word~~ contrast means the reader ~~associated~~ ~~seperated~~ the two different moods, which express the author's age and stage in his development. Point of view, jargon and Diction, to create mood were some of the techniques the author used, and through this was able to reflect on his development as a child.

QUESTION TWO

Refer to Text B, "Back to the Wekaweka", on page 3 of the resource booklet to answer this question.

Discuss the way the writer explores change, referring to at least TWO specific aspects of written texts.

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

In the text the most significant feature was structure, the author ~~was~~ ~~was~~ ~~was~~ purposely split sentences into ~~two~~ two different stanzas. For example "Nothing remained - except the creek which gave him his bearings..." and "How urgent he was to uncover - the evidence of seventy years before...". This technique, used in each stanza gave the effect of pace. When reading the text the lack of gaps between stanza's ~~was~~ increases the speed in which it is read. This is reflect^{ive} of change, how it is fast and constant, the author makes this literal comparison in order ~~for~~ for the reader to understand this. The author also ~~used~~ uses a metaphor, "where site of childhood", by making a ~~compar~~ comparison between childhood and the site then later stating "Nothing remained" it makes clear to the ~~reader~~ reader in the first paragraph that all that's left of his (the dad's) childhood is memories, that now life has moved on and changed. The use of the authors

tense also exhibited the idea of change referring to certain aspects in past tense and others in present tense, ~~the~~ words such as "took us back... which gave him... he'd drilled into as a boy... It was a homecoming place... circled back.. he had lain". This feature makes a clear distinction between the times the father was there, helping to separate the different times. Lastly imagery was used to express change, the author used sensory like "a rain mist draped about the shoulders... Wet leaf mould sponged beneath our feet... ~~and~~ pongas floated in the shadows", by describing what the author can see, hear and feel the audience is able to create an image in their mind of how the place (Wekaweka) is now to how it was, the author uses personification to show this comparison like "listen to ~~the~~ Kiwis and moreporks talk through the walls to him" this demonstrated how much life there used to be but now it has "reverted to nature", distinctly displaying the changes that have happen since the authors father was there.

*

QUESTION THREE

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

With reference to both texts, compare how the writers view people who are important in their lives. 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 text A the author constantly refers to his parents and expresses how he feels about them. This is through diction, through ~~the~~ word choice and declarative statements the author is able to give us ~~the~~ direct ~~opinion~~ opinions. Like "My parents had always supported... been unnecessarily proud... parents devotion... unconditional love" and to one of his high school teachers says "the encouragement... was immeasurable". This word choice makes it clear to ^{the} reader that ~~he was~~ ~~grateful~~ the author was grateful of the sacrifices his parents made and the support and encouragement which he got from his parents and teacher. But in the poem (Text B) ^{the author} uses a simile to express his ~~the author's~~ love for his dad. "as if he were the doubting Thomas of whom he often preached" this comparison the author made between his dad and a follower of Jesus Christ, which his father often preached about shows how the author thinks of his father.

in such a high regard. These are quite different techniques, though they both still portray the people who are important to them in a nice way. This is ~~at~~ because one author uses figurative language while the other used declarative statements.

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

QUESTION
NUMBER

2 *In conclusion, in order to 'explore change' the author used techniques such as structure, metaphor, tense, imagery and personification in his text; Back to the wekaweka.

91474

Merit exemplar 2016

Q	Grade score	Annotation
1	M5	Discussion is convincing and critical discussion, including valid evidence from the text that is then well discussed. The candidate shows convincing awareness of the writer's reflection on his development. The discussion is insufficiently discerning to reach M6.
2	M5	Discussion is convincing and critical discussion, including valid evidence from the text that is then well discussed. The candidate shows convincing awareness of the writer's exploration of change. The discussion is insufficiently discerning to reach M6.
3	A4	Not a convincing and critical discussion. There is insufficient discussion of valid evidence from the text to reach Merit. The candidate shows limited awareness of how the different writers' view important people in their lives.