

91100



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

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

2

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.**

**Excellence**

**TOTAL**

**20**

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 writer explores his connection to the beach setting by comparing memories of his time ~~from~~ at the beach from his childhood to his time at the beach now. In the ~~to~~ quote "~~the~~ "I remember that the summers seemed better then" is used to ~~the~~ show the indifference the writer feels <sup>about the</sup> ~~to the~~ beach. The ~~to~~ preposition "then" is past tense and used to show his connection to the beach when he was younger. ~~to~~ The writer states the "summers were better then" showing that as he has grown older the excitement of a summer at the beach has diminished. This is common when revisiting ~~of place~~ ~~childhood~~ places where you spent your childhood - what used to be big, new and exciting now seems small and insignificant. However the place is the same the only thing that has changed is you.

The writer shows his connection to the beach by ~~referencing~~ ~~to~~ the waves to his life in the quote "watching the waves, I see in them my life so far - the good and the bad, the happy and frightening, the loved and lonely" The <sup>author</sup> ~~writer~~ uses ~~living~~ <sup>of</sup> the various experiences he has gone through. The up and downs that a person goes through are familiar to the rolling and break of waves. We can understand that the writer has gone through some difficult times in his life such as his mother dying, ~~referenced~~ <sup>referenced</sup> earlier in the poem. ~~to~~ In all of our lives we face

Highs and lows just like waves. It allows us to grow and develop as a person and you really find out who you are when you are going through some of the hardest times in your life. However it is easy to get stuck in the negatives but it will get better and just like a wave it will break and roll and you will move on.

The final line used by the writer is "I wonder if he'll ever tell me and I wonder if I'll be there for him to tell" the writer is talking about his ~~son~~ future child and the repetition of "I wonder" is used to show the writer's uncertainty about his future and on the fact ~~that~~ of him having a family at all. The passage begins with the writer talking about his own experiences as a child at the beach then onto ~~his~~ what he sees at the beach now and finally onto his future son at the beach. We see that a constant throughout the writer's life is his connection to the beach and his different connections to it throughout his life.

## 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 writer explores ~~the~~ the ways people cope with a flood by using sarcasm to poke holes at peoples ~~rep~~ response to a disaster. The quote "we were quick to produce a statistic; we decided we had suffered a once-in-a-thousand year disaster" makes fun of ~~the~~ ~~the~~ the fact that the first response was to find statistics on the disaster and ~~conclude~~ conclude that it was a one in one thousand year event. The use of the word 'suffered' sarcastically <sup>inflates</sup> ~~inflates~~ the experience of the flood making it seem more dangerous than it actually was. This is a common occurrence as many people find the need to ~~dece~~ over exaggerate situations in order for them to feel as more of a survivor than they actually were. This is reinforced in the quote "Lucky us; others in the same lottery ~~at~~ drew bombs, pestilence, earthquakes, fire, terror and starvation". The author uses ~~oth~~ examples of other disasters and uses them in a metaphor referencing the lottery. The ~~sarcasm~~ author uses sarcasm in the line 'lucky us' to perhaps reference those people who feel the need to belittle any conflict/problem you have by referencing something worse and making you feel as though your problems aren't relevant in comparison. The quote "insurance paid for the damage and the council mopped up" to show how easy ~~and~~ it was to recover ~~from~~ from the flood

and as long as people's insurance companies pay out, they move on. This is in stark comparison to some of the event happening in today's society where people are killed and their homes destroyed by terrorist bombings. They will never be the same and no amount of insurance claims can bring back a lost loved one.



### 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 writer shows that New Zealand poetry is different from other poetry by putting down poets from other countries like France and England, mocking them and then complimenting and praising New Zealand poems, thus differentiating the two, clearly favouring New Zealand poems over other poetry.

The writer uses the quote "New Zealand is particularly good at nurturing the kind of variety that lets poems thrive," to praise New Zealand's ability to <sup>encourage</sup> ~~let~~ different types or forms of poems instead of shutting them down because they don't meet a certain expectation. A metaphor is used to gardening, painting New Zealand as a <sup>gardener</sup> ~~garden~~ ~~painter~~ ~~paints~~ ~~paints~~ ~~paints~~ ~~paints~~ New Zealand poetry in a high regard already showing the difference New Zealand poetry displays.

The writer then uses the quote "a distinguished French poet, when presented with a selection of New Zealand poems, responded that some were 'not poems'." to reference a French poet disregarding New Zealand poetry. This is ~~intentionally~~ ~~intentionally~~ intentionally used so that the writer can then defend New Zealand poetry while at the same time mocking other poetry. The ~~an~~ writer makes it seem as though the French poet ~~was~~ ~~an~~ ~~old~~ didn't believe that New Zealand could

produce ~~with~~ excellent poems. This is used to reinforce New Zealand's 'alternative' way to poetry and that New Zealand poetry is modern and different and that other more classical poets ~~reject~~<sup>reject</sup> and turn their noses up at the ~~thought~~ thought of anything different.

Excellence exemplar 2016

Subject:	English	Standard:	91100	Total score:	20
Q	Grade score	Annotation			
1	E7	<p>This answer provides some perceptive analysis. This can be seen, for instance, where the candidate discusses the technique of <u>listing</u> and links this to the example of “good ... lonely”. This is then explored by explicitly stating the waves reference life experiences, linking ups and downs to the rolling of waves, tying this to previous events from the passage, and linking progress to moving on as a wave breaks and rolls.</p> <p>This exploration is supported by a general framing of temporal movement in the passage.</p>			
2	E7	<p>This answer provides some perceptive analysis in the discussion of the technique of <u>sarcasm</u>. The technique is linked to an appropriate example and then explored, the candidate suggesting a reason for the tone might be to mock people’s response to (or ways of coping with) a disaster. For instance, the word “suffered” is said to “inflate” the event in order to exaggerate the idea of survival. The candidate perceptively argues that the author has a dim view of this human coping mechanism.</p>			
3	M6	<p>This answer provides evidence of convincing analysis. The comparative aspect of the answer is made clear in the first paragraph. Convincing analysis can be seen through the way the <u>metaphor</u> “nurturing” is discussed as a “gardener tending to poems and letting them grow” as a way of understanding how different genres of poetry are encouraged and not shut down.</p> <p>The comparison with French poetry is completed through the section explaining the writer's mockery of French poetry and New Zealand’s “alternative” approach.</p>			