91100

911000

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, 2019

91100 Analyse significant aspects of unfamiliar written text(s) through close reading, supported by evidence

9.30 a.m. Tuesday 12 November 2019
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 21

ASSESSOR'S USE ONLY

© New Zealand Qualifications Authority, 2019. All rights reserved.
No part of this publication may be reproduced by any means without the prior permission of the New Zealand Qualifications Authority.

QUESTION ONE: PROSE

Refer to Text A, "Boing Boing, Boing Boing", on page 2 of the resource booklet.

Analyse how the writer expresses a sense of frustration with her life.

In your answer you should include examples of techniques used in the text, and analyse their effects. (These techniques might include, but are not limited to: contrast, listing, and adjectives.)

The purpose of the author, Stephanie Johnson, is to describe her daily commute through traffic and the repetitiveness and ~~boredom~~ frustration she feels as a result. The author does this by repeating the onomatopoeia "Boing boing, boing boing" not only as the title, but also in the first and second paragraphs. The impact of this repetition achieves her purpose by accurately giving the audience the same sense of repetition, boredom and frustration she feels by "going from one address to another", ~~and runs~~

~~To~~ The author uses words with negative connotations to describe her destinations from her commute, calling both her office and home, "unholy", ~~"confin~~ and her "open-plan office" is "confined". ~~and her home~~ By using these words, it allows the audience to perceive the author's ~~hous~~ home and work environment the same way she does. The use of juxtaposition between her work being "confined to a desk" despite being an "open-plan office" is a snarky and ~~wi~~ witty comment to make. Her sarcasm over this draws attention to the opposing environments her office has, and draws attention to her negative, confined space. This expresses ~~that~~ not only how she feels confined in her daily commute "from one address to another", (the word address adding a vague sense and boredom to

her driving) but to show her frustration with her lack of freedom and fun she now has in her life, inescapable from home and office.

Her frustration is further magnified when she considers the commute of others as they ~~move from~~ "grind and halt" ~~from~~ ~~[illegible]~~ to "newly built satellite business districts" and "far-flung industrial estates". She acknowledges that their commutes are "stressful," ~~the words go~~ with the unpleasant onomatopoeia "grind", but she also expresses a sense of slight jealousy for their destinations, modern and ~~industrial~~ new, ~~her~~ with diction, notably "satellite", ~~"newly~~ "business" and "industrial". ~~[illegible]~~ ~~tone of~~ ~~[illegible]~~. Her commute is described using less grand words, and in minor sentences, for example "Twenty minutes.", "Three sets of traffic lights." The lack of description and imagery of her commute and the earlier negative description, lead us to believe ~~that her~~ and sympathise with her frustration of the daily grind ~~with~~ which continues in a seemingly endless cycle, as shown by more repetition of "office, home, office, home, office, home" which again emphasizes how much she dislikes its repetitiveness ~~and~~ that is impeding her enjoyment of life.

The author finally uses a rhetoreal question "What if she were to hit the road south of the city, leaving it all far behind?" This provokes thoughts and attention to her words, which defy a long standing cycle of office to home. Natural imagery is then used to describe her ideal holiday destination, reflecting her "childhood", to have ~~be~~ "summer-gaunt" mountains would be "best", and the water "chill and deep". These ~~words,~~ carry positive connotations, to describe how the author feels a holiday is so much better ~~than~~ as she has grown to hate. By using the imagery, it transports us and allows the audience to reminisce about

* extra paper

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

QUESTION NUMBER

1 the holidays as a child. This text would then remind us about the stress students feel about exams and the repetitiveness of life, and remind us of the oasis that lies for us in the holidays, making this text have more impact in its relatability due to its ~~well~~ well crafted techniques.

QUESTION TWO: POETRY

Refer to Text B, "Missing the Magic", on page 3 of the resource booklet.

Analyse how language features are used to show the writer's appreciation of the moon.

In your answer you should include examples of techniques used in the text, and analyse their effects.
(These techniques might include, but are not limited to: metaphor, contrast, and repetition.)

The purpose of the author is to ~~show~~ describe the wonder and beauty of the moon, ~~in its~~ ~~mystery and~~ with its sorcery and magic.

The poem first uses contractions such as "wasn't", "we're" and "we'd", creating an informal tone. At the same time, the use of calling the weather forcaster by name, a proper noun, "Daniel the TV weatherman" gives off the impression that the author is recalling from a memory ~~taken~~ from childhood. This has a profound effect, as children are known for their innocent ability to recognise and wonder about the wonders ~~of~~ nature that as we grow up, we lose. ~~We can observe his quiet wonder by the use of~~

There is contrast shown in the poem, ~~the~~ the wonderment of the weather forecast where there would be "clear skies" a "sunny day" before "the Antarctic ~~beast~~" arrives, a metaphor for heavy snow. The pleasant imagery given off by the "clear" and "sunny" ~~contrast~~ is juxtaposed with the easily overlooked moon, which the author even admits he forgot about, describing them with the simile "like emoticons in the paper showing its waxing and waning". The simple, positive, adjectives ("sunny") are then juxtaposed at the end of the poem, the moon being described as ~~as~~ ~~teary~~ causing "a ghostly world", being "ethereal" and how it "enchanted" the night surroundings. The effect of the moon, as shown by these adjectives, is much more mystifying to the author, ~~mo~~ its effect much ~~more~~ greater and incomprehensible than the clearly stated weather

ASSESSOR'S USE ONLY

forecast. This contrast allows us to identify with his appreciation of the moon. We too, are brought into a world of the author where the moon leaves a world uninhabited to be discovered each night, achieving the author's purpose of not merely describing the moon, but also how we should begin to take notice of the moon and observe it with the same imagination and wonder as he did as a child.

The moon itself is ~~personified~~ personified throughout the poem. The "moon pushing through the topmost trees" gives the idea of effort and pain, which is later followed by sibilance of "spiky branches as though it would be scored and scratched". The repeated use of the 's' sound adds auditory resonance to the poem, drawing attention to the moon's sorry state after pushing through the trees. A simile is later used, ~~calling the simile~~ claiming that the moon had slimmed, "as if the branches had scraped its sides away". The repetition of the idea of a scratched and hurt moon, emphasised by the sibilance, personifies the moon like it is battling its way across the skies. This shows the author's appreciation for the moon, which is shrouded in "magic". What was previously an "emotion" on the paper that was "exact to the minute" has been personified as being much greater in its brave brilliance, and battle scars and the illumination of the sheets it brings on its way. The moon is likened to a warrior, whose deeds have earned the author's appreciation. This simple amazement of a rock floating in space is contagious to the reader. The wisdom the author imparts is simple but clear — be like a child in your wonder of everyday objects, for the world is full of nature that ~~are~~ taken for granted. Even the moon is so much more than the adults perceive in their busy lives, we should look beyond ~~the~~ its mathematical precision and wonder in its mystery and magic.

ASSESSOR'S USE ONLY

QUESTION THREE: NON-FICTION

Refer to Text C, "A Capital Adventure", on page 4 of the resource booklet.

Analyse how the writer promotes Wellington as an exciting place for a family holiday.

In your answer you should include examples of techniques used in the text, and analyse their effects. (These techniques might include, but are not limited to: listing, metaphor, and colloquialism.)

The purpose of the author is to ~~convin~~ share her experiences of a family holiday in Wellington, and to convince the audience of its magnificence and suitability of being a ~~the~~ fine holiday destination.

The tone of the text is informal, filled with contractions such as "it's" and "we'd", the colloquial language of "bloke" and ~~the~~ "knocks our socks off". In addition, the title of the text is a pun, "A Capital Adventure", "Capital" meaning both excellent, and makes reference to ~~New Zealand~~ ~~being~~ Wellington being the capital of New Zealand. This pun, combined with the other colloquialisms, makes the text a very easy-going, pleasing read for the audience. This achieves ~~the author's~~ purpose of promoting Wellington as a fun, ~~and~~ lively and exciting place, as ~~both the~~ the language reflects the fun, relaxed, and casual nature of the holiday, enticing ~~ne~~ potential visitors.

The author then makes clear the originality Wellington has, cleverly ~~referring~~ stating how it was never going to be a "Mc Holiday", which references the American fast food chain, McDonald's and as a result, carries the connotations of being a generic, typical holiday. By using this reference to pop culture in a made-up noun, ~~the~~ and stating how it is the opposite, the author conveys ~~the audience~~ Wellington of the authenticity and original experiences of ~~New Zealand~~, encouraging visitors with the clever wit used to criticise ~~generic~~ generic holiday locations, and promoting Wellington.

ASSESSOR'S USE ONLY

Listing is used to describe the various attractions of Wellington, with "cafes and museums, galleries theatres and the waterfront" as well as "There's plenty here in Maori mythology, our ~~Sou~~ southern skies and Kiwi ~~astronomers~~ astronomers." By listing all of the events, and their positive connotations of characteristic of a fun time or their appeal of nature, they are put together, overwhelming the reader with the immense amount of activities and locations Wellington has, multiplying their perceived enjoyment. This further makes the audience want to travel to wellington, for it is painted like a paradise by the author as an exciting place full of daily locations and destinations. Finally, there is a metaphor used in the final paragraph, "now we know the nation's business briefcase political power city is really just a giant playground". The use of business diction with ~~co~~ negative, cold connotations such as "briefcase," "political" and "power" juxtapose greatly when the metaphor describes it as a "giant playground", the word "playground" having ~~an~~ significant appeal to the child in everyone's ~~heart~~ heart, but also to the literal children of families ~~on~~ who are been to go on holiday. ~~Bo~~ This contrast allows the audience to ~~view~~ not view Wellington by its politics, ~~but~~ instead viewing it as a fun, exciting place to go on holiday that is family friendly, original and overall a capital place to visit, just as the author intended.

Excellence Exemplar 2019

Subject	Level 3 English	Standard	91100	Total score	21

Q	Grade score	Annotation
1	E7	The candidate builds a genuine and perceptive argument analysing how a sense of frustration is communicated across the text. They focus on and unpack some clear techniques and look at them with an analytical eye. They look not only at the techniques which are clearly ones showing frustration but also at the turn in the piece that suggests a world beyond the narrator's city life that Rae yearns for.
2	E8	The answer shows evidence of perception and insight. The candidate weaves a good, strong argument combining the effects of several techniques. They are able to build an excellent argument using analysis-related terminology that is skilfully handled.
3	M6	The candidate builds a convincing argument. They analyse a range of features from across the text. To secure an Excellence the candidate needs to focus on the word 'exciting' a little more and drive their argument through the techniques which more clearly show Wellington as an 'exciting place'.