SAMPLE PAPER

NZQA
NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

Level 2 English

2.1: Analyse specified aspect(s) of studied written text(s), supported by evidence

Credits: Four

Check that you have completed ALL parts of the box at the top of this page.

You should write an essay on ONE of the topics in this booklet only.

If you need more space for your answer, use the page(s) provided at the back of this booklet and clearly number the question.

Check that this booklet has pages 2–10 in the correct order and that none of these pages is blank.

YOU MUST HAND THIS BOOKLET TO YOUR TEACHER AT THE END OF THE ALLOTTED TIME.

EXEMPLAR FOR ACHIEVED

NOTE: These exemplars do not fully show Grade Score Marking (GSM) because of the small sample of student scripts involved, and the absence of a cut score meeting to determine grade boundaries. In 2012, level 1 2011 examination papers will have exemplars marked fully in accordance with GSM. These will be published on the NZQA website when the assessment schedules are published.

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You are advised to spend 60 minutes planning and writing an essay on your chosen topic.

INSTRUCTIONS

Write about AT LEAST ONE written text type you have studied.

The text type can be any of the following:

- novel
- non-fiction
- print media
- drama
- short story
- poetry/song lyric
- digital/online texts

OR a combination of these text types.

Choose ONE of the following essay topics (1–8) below and complete the box at the top of page 4.

Make sure you answer your chosen essay topic fully.

Support your answer with specific evidence from the text(s) of your choice.

Write an essay of AT LEAST 350 words for your topic.

TOPICS (Choose ONE)

(1) Analyse how a main character OR individual matures and takes action in a text (or texts) you have studied.

(2) Analyse how the growth OR breakdown of a relationship(s) affects the climax in a text (or texts) you have studied.

(3) Analyse how the writer(s) has influenced your opinion of a choice made by a character OR individual in a text (or texts) you have studied.

(4) Analyse how the setting of a text (or texts) you have studied influenced your understanding of the ideas in the text (or texts). (Note: Setting may include reference to time, place, historical or social context, or atmosphere.)

(5) Analyse how an idea is developed in a text (or texts) you have studied.

(6) Analyse how the writer(s) has created impact in a section of studied text (or texts).

(7) Analyse how symbols are used to develop an idea in a text (or texts) you have studied.

(8) Analyse how techniques of a genre or text type make a text(s) particularly effective for you. (Note: Genres and text types may include short story, novel, types of poetry and song, drama script, print or non-fiction texts.)

Assessor's use only

Topic number: 5

Circle your chosen written text(s):

(novel) non-fiction print media drama

short story poetry/song lyric digital/online text

Title of text(s): The God Boy

Author/creator(s): Ian Cross

Use the space below to map or plan your ideas. Begin your essay on page 5.

PLANNING

Your essay might include:

- an **introduction** that states the focus of your essay
- **key points** related to the topic, supported by examples and quotations
- a **conclusion** that focuses on the main idea of your essay.

Ian Cross, Jimmy Sullivan, Roggelton

Analyse how an idea is developed in a text you have studied.

- Having a disfunctional home and parents can effect there children
- Jimmy feels ~~guilty~~ like its his fault his parents argue. Uses protection tricks.
- Molly doesn't want to live at home because of them, Jimmy has to leave home
- Jimmy starts getting violent.

The candidate uses characters to analyse ideas.

Begin your essay here:

Assessor's use only

"I don't care... I don't care" are words often repeated by the main character Jimmy Sullivan. These words are repeated so often to help ~~try~~ ~~Jimmy~~ Jimmy try convince himself that he doesn't care. 'The Godboy' was written by Ian Cross, and is set in a small seaside ~~town~~ fictional town called 'Raggelton' in New Zealand. The idea that having disfuncional parents has effects on the whole family, is developed as the reader reads more and more of this novel. This is portrayed through, Jimmy feeling guilty about his parents arguing. Also that ~~home~~ neither Jimmy nor his sister Molly live ~~there~~ at home in the end, and finally Jimmy starts to become violent as a result of his parents behaviour.

There are frequent spelling errors but they are not obstructive.

In the start of the novel Jimmy comes across as an ~~ino~~ inocent young boy who is narrating his story in a circular plot structure. However as we read on we start to read between the lines of what Jimmy sees and realise what is going on ~~at i~~ between Jimmys parents. His mothers first words to his father when he gets home is not the normal how was your day? But in a angry tone asks "are you drunk?" A continuation of Jimmys parents acting like this then makes us realise the ~~of~~ effect it is having on Jimmy ~~th~~ The idea that having disfuncional parents effects the whole family is developed when Jimmy tells the reader about his "protection tricks," which include him ~~singing~~ saying the "hail mary" while pouring hot water on his hands. They help him to block out his parents arguments. Jimmy isn't

The candidate is aware of the crafting of the text.

Assessor's use only

able to concentrate at school because he is thinking about what is going on at home between his parents. When Jimmys father buys him a new bike without telling his mother, and results in his mother "falling" but ~~tohat~~ must have ~~p~~ been pushed by Jimmys father down the front steps while watching Jimmy ride off to school. Jimmy blames himself and wants to get rid of the bike. ~~This~~ Jimmy is hurting himself ~~be~~ as a result of his parents ~~at~~ constant arguments, which shows a development of that idea.

The candidate explains but the answer lacks depth.

Jimmys elder sister Molly lives in Wellington and goes to a boarding school. When ever Jimmy describes her, he says "shes a silly girl," and "she has ~~know~~ no idea of what is happening between mum and dad." But what Jimmy doesn't realise is that Molly moved to Wellington because she had, had enough of her mother and ~~forth~~ farthers arguments. Molly helps to show the development of the idea that having disfunciond parents effects the whole family because now we realise that it is because of her parents she left home. At the end of the novel Jimmy ~~also~~ has to move to a boarding school because of his parents but not because he choose to. The reader is able to read between ~~#~~ the lines of what Jimmy ~~say~~ ~~sees~~ describes and realise that Jimmys

Assessor's use only

mother must be in a mental institute or prison because she killed Jimmys father. Having something like this happen within a family is what shows the final development of what will leave Jimmy and Molly both to lead a very messed up life as a result of this, and to have been hugely effected by their parents actions.

Jimmy towards the end of the novel starts to even more start showing the effects of his parents actions, and make a development on the idea that having ~~distfunc~~ disfunctional parents effects the whole family. This is when Jimmy starts to get violent. He looks through a window of a shop and thinks he sees a "black ~~deamons~~ ~~staring~~ looking at him" so throws rocks at the window and smashes it. He also ~~through~~ throws rocks at the only person that he can talk to about what is happening at home, and the only person that is understanding, "bloody Jack."

Although the answer lacks a conclusion, the candidate has already sufficiently addressed the question to earn a grade of Achievement (low).

Assessor's use only

A3

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Assessor's use only

Topic number: 5

Circle your chosen written text(s):

novel *non-fiction* *print media* *drama*

short story *poetry/song lyric* *digital/online text*

Title of text(s): The Birthday Party
knife play

Author/creator(s): Katherine Brush,
Fleur Adcock

Use the space below to map or plan your ideas. Begin your essay on page 5.

PLANNING

Your essay might include: Analyse how an idea is developed.

- an **introduction** that states the focus of your essay
- **key points** related to the topic, supported by examples and quotations
- a **conclusion** that focuses on the main idea of your essay.

Ideas: complexity of relationships. (complications)

Though Birthday Party
- Motif of smallness
- Alliteration - quick, cut & unkind

knife play
- extended metaphor - knives
- imagery of battle and combat.

The candidate shows awareness of crafting through their use of motif and alliteration.

Begin your essay here:

Assessor's use only

In the short stories 'The Birthday Party' by Katherine Brush and the poem 'Knife play' by Fleur Adcock both portray a common idea that is developed throughout the texts. Both texts are set out to explore the complexity of relationships and ways in which they break down. A number of techniques ~~to~~ are used to achieve this purpose.

An important technique used to portrey in the 'Birthday Party' is how this idea is developed is the motif of smallness. This motif has been used to show the tentative nature of the wife's gesture. This gesture where she has prepared "a little surprise" has not been over the top or ambitious, just arranged something small but special for her husband, where it has gone un-appreciated. The women knows better than to create any drama in the restaurant and has shown "shy pride" in her "small but glossy Birthday cake" that she has arranged for her husband that was quickly punished by his response. This shows us the unraveling of the birthday surprises and ~~portrays~~ explores the idea ~~that~~ of complexity in ~~of~~ relationships.

The Alliteration used also helps Katherine Brush to portrey the development of complexity of relationships though the text. We can see through the use of this technique how the women is losing her sence of personal identity. Her husbands manner and attitude towards her, shows us that she seems to have no importance or role at all. ~~The k sound used when he describes~~ The husband said "some punishing thing, quick, curt and unkind, this 'k' sound is used to suggest the hashness of the mans words that he is saying to her. Early on in the text the women is described as "fadingly pretty", by the end of the text she is ~~known to~~ shown to have almost no importance at all

Assessor's use only

Her husband is not concerned at all about her feelings. Even with a long gesture, she is still in-significant, almost non-existant and is un-able to influence the relationship as nothing she does will make a difference to the situation. This technique shows us the idea as to how complexity in relationships can break down and how cruelty can take many forms.

In 'knife play' the poet sets out to explore the complexity of relationships and ways in which they can break down.

An important technique that contributes to this is the use of the extended metaphor of knives. The voice in the poem speaks of her partner as "the man with the long knives". The relationship in this poem is compared to a knife show at a circus. Many of the words used are associated with knives. This shows us the nature of the abuse. The mans words have been smart, hurtful and devastating. They have "cut" her the same way that a knife would cut her physically. He was "pierang the living hopes", implying that he will destroy her dreams of the future, "cutting connections" thus implying he will isolate her from any other relationship in her life and she is just "Turning on a brave performance to empty stands" - she the women believes that he the man is testing her and it is just the two of them, where no-one is watching. This shows us that words can be cutting and destructive in a relationship. While they don't leave visible scars, they can scar beneath the skin where we don't see, emotionally, and. This also shows us the break down, and how people can feel trapped and confined in relationships.

The analysis in text 2 is better than in text 1; developing the understanding of the extended metaphor.

Assessor's use only

The battle imagery and combat ~~the~~ used creates and helps Adcock to portrey the developing idea of complexity of relationships. The narrator portreyed the relationship between the couple like going through the war or going into battle,

The candidate has shown a good understanding of aspects of each text.

To earn a Merit grade, the conclusions need to show more understanding.

Assessor's use only

A4