

EXEMPLAR

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 NEW ZEALAND QUALIFICATIONS AUTHORITY
 MANA TOHU MĀTAURANGA O AOTEAROA


For Supervisor's use only

Level 1 English, 2008

90056 View/listen to, study and show understanding of visual or oral text(s)

Credits: Two

9.30 am Tuesday 18 November 2008

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 answer on ONE topic in 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.

For Assessor's use only				Achievement Criteria	
Achievement		Achievement with Merit		Achievement with Excellence	
Show understanding of specified aspect(s) of oral or visual text(s) using supporting evidence.	<input checked="" type="checkbox"/>	Show convincing understanding of specified aspect(s) of oral or visual text(s) using supporting evidence.	<input checked="" type="checkbox"/>	Show perceptive understanding of specified aspect(s) of oral or visual text(s) using supporting evidence.	<input checked="" type="checkbox"/>
Overall Level of Performance					E

You are advised to spend 30 minutes writing an essay on your chosen topic in this booklet.

Write about ONE **visual or oral text** that you have studied:

EITHER

- film

OR

- television programme

OR

- drama production

OR

- radio programme

OR

- multi-media text

OR

- graphic novel.

After you have chosen a topic, complete the box at the top of page 4.

Make sure you **understand BOTH parts of the topic** before you start writing.

Make sure your chosen topic **suits the text**.

You must be able to **write about BOTH parts of the topic**.

Write an essay of AT LEAST 200 words for your answer.

Support your points with **specific details** from the text.

TOPICS (Choose ONE)

1. Describe a **positive OR negative experience** that happened to a **character or individual** in the text.
Explain **how** the director used **verbal and/or visual features** to show you that the experience was **important** for the character or individual.
2. Describe an **event** that was a **turning point** in the text.
Explain **how** the director used **verbal and/or visual features** to show you that the turning point was **important**.
3. Describe at least ONE **important idea** in the text.
Explain **how** the director used at least ONE of the following to show you that the idea was important.

Camera-work	Narrative point-of-view	Editing	Structure
Colour	Lighting	Costumes	Props
Special effects	Music	Dialogue	Sound effects

4. Describe at least ONE way that **time and/or place** were used in the text.
Explain **how** the director used **verbal and/or visual features** to show you that the time and/or place were **important**.

5. Describe an **important event** at (or near) the **end** of the text.
Explain **how** the director used **verbal and/or visual features** to show you that the event was important.

6. Describe a **character or individual** in the text whom you found **interesting**.
Explain **how** the director used at least ONE of the following **verbal and/or visual features** to make the character or individual interesting to you.

Camera-work	Narrative point-of-view	Editing	Structure
Colour	Lighting	Costumes	Props
Special effects	Music	Dialogue	Sound effects

THIS PAGE WILL **NOT** BE ASSESSED

Topic number: _____

Circle the text type:

Film

Drama production

Multi-media text

Television programme

Radio programme

Graphic novel

Title: _____

Author/director/producer or web site (for multi-media text):

Use the box below to map or plan your ideas.

Begin your essay on page 5, and write the number of your chosen topic 1–6 at the top of the page.

PLANNING

Topic number: **3**

Begin your essay here:

An Important idea in the film 'Gallipoli' directed by Peter Weir is the futility of war and the waste of young lives. This idea is shown in the film through the use of verbal and visual features like scenery, Dialogue, Music, camera angles and symbolism.

At the start of the film 'Gallipoli' we are shown a 'snapshot' of the life ~~of~~ Archy had, and could have had if he wasn't killed in the war. ~~At home~~ In Australia Archy has family, friends, work on the farm and a promising running career. We are shown this through the use of scenery and dialogue. We are shown ~~at~~ Archy's house with armchairs, fireplace, books, laughing children. All the comforts of a loving home are shown. This is supported by Uncle Jack saying "You've got the God given ability to be amongst our very greatest." Archy is plucked out of this promising environment to fight in war. This shows the futility of war and waste of life.

Music is also used in 'Gallipoli' to show the futility of war. In the scene at the dance the night before they go to Gallipoli Bay, the music playing is 'The Viennese Waltz'. This happy upbeat piece ~~shows~~ symbolises all the good times the boys could have had dancing and having fun. This is contrasted with a sharp change to a piece called 'Aldergoin A minor'. This slow Sombre piece is played on an organ and is funereal and depressing. The change shows how easily things

can turn sombre in war. The sad music shows the realisation the boys have when they see they are rowing toward, impending death. Each row stroke is in time with the music as if it is counting down the limited time they have left.

Camera-work is used to show the futility of war. High wide angles are used in the desert to make Archie and Frank look small and vulnerable. This foreshadows the way the Turkish soldiers shoot them down later in the movie. Close-up angles of Frank's feet before the race at the start foreshadows the importance Frank's running will become at the end. This also shows the loss of innocents. Running, which was a leisure activity at the start becomes the difference between life and death at war.

Symbolism is also used in 'Gallipoli' to show futility of war and the waste of young life. In Egypt gold figures of King Tut are being sold. Gold is a symbol for wealth yet these figures are being sold for as little as ~~£~~ five shillings. This symbolises the way these boys' lives are being 'thrown away' and treated with little worth. We are also reminded that King Tut ~~die~~ also died young.

In the film 'Gallipoli' the idea that war is a waste of young life and the futility of war is shown clearly. Verbal and visual features such as scenery, dialogue, music, camera angle, and symbolism are all used effectively to show this. This idea is important because it does not only apply to Gallipoli and the First World War, but

to every single war man has fought in. Every war has
been a ~~futile~~ futile waste of young life.

E

The candidate has identified the important idea of the futility of war at the start and then supported this idea throughout the essay. The music details and analysis are convincing. The focus on the camerawork clearly supports the main idea. The essay is perceptive, eg the last sentence links "running" with both pleasure and death. The candidate has demonstrated a significant and articulate appreciation of symbolism.

Extra paper for continuation of essay if required.

Assessor's
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