

EXEMPLAR

90054



900540


 NEW ZEALAND QUALIFICATIONS AUTHORITY
 MANA TOHU MĀTAURANGA O AOTEAROA


For Supervisor's use only

Level 1 English, 2008

90054 Read, study and show understanding of extended written 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 of the topics 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 extended written text(s) using supporting evidence.	<input checked="" type="checkbox"/>	Show convincing understanding of specified aspect(s) of extended written text(s) using supporting evidence.	<input type="checkbox"/>
Overall Level of Performance		A (low)	

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

Write about ONE **extended written text** that you have studied:

EITHER

- novel

OR

- non-fiction

OR

- drama script

OR

- hyperfiction.

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 writer used the experience to help you **understand** that character or individual.
2. Describe an **event** that was a **turning point** in the text.
Explain **why** the turning point was **important**.
3. Describe at least ONE **technique** in the text that helped **make the writer's idea(s) clear** to you.
Explain **why** the technique made the writer's idea(s) clear to you.
Note: "Techniques" might be language, style, structure or narrative point-of-view.
4. Describe a **character or individual** in the text whom you found **interesting**.
Explain **how** the writer made the character or individual interesting to you.
5. Describe at least ONE way that **time and/or place** were used in the text.
Explain **why** the time and/or place were **important**.
6. Describe at least ONE **idea** that you thought was **important** in the text.
Explain **how** the writer made you think the idea was important.

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THIS PAGE WILL **NOT** BE ASSESSEDTopic number: 5

Circle the text type:

Novel

Non-fiction

Drama script

Hyperfiction

Title: Tommorrow when the war beganAuthor: John Marsden

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

Hell

- on a mountain, rough terrain, concealed by trees.
- their refuge/safe haven.

Topic number: 5Assessor's
use only

Begin your essay here:

"Tomorrow when the war began" is about a girl named Ellie and her friends where they go camping ~~at~~ in a place called Hell and return home where they realise things aren't right.

Hell is one of the main settings in the story because it gives them refuge and it is a safe place for them. Hell is based on a mountain in tough terrain. It is concealed, ~~away~~, hidden away from the outside world. Ellie, the main character, writes all of the events that happen to them in "Hell" ^{in a book,} under a tree by a creek.

They start a new life in Hell ~~as~~ ~~a~~ ~~war~~ since their old ^{home} ~~life~~ has been invaded by ~~people~~ foreign people. Hell is their new home. They are all prepared ^{for survival}. They have set up a garden in Hell, have sleeping bags, ~~and~~ food, ~~also~~ clothing and other main essentials. I think that Hell would be one of the most important places in the novel because if they didn't go camping at first they would have been captured.

and there wouldn't much be no
story. It is also there. Sanctuary
where they can ~~state~~ strategise
their movements and plans, and
also a place where the ~~every~~ enemy
can not find them.

A

This is a minimal essay – approximately 180 words – but it meets the criteria, eg both parts of the topic. Descriptors for No Achievement listed on the assessment schedule do not apply. The response is shorter than 200 words, but sufficient details are present to show the candidate's understanding.

[illegible]

Extra paper for continuation of essay if required.

Assessor's
use only

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1



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Overall Level of Performance		A	

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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)

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THIS PAGE WILL **NOT** BE ASSESSEDTopic number: 6

Circle the text type:

Novel

Non-fiction

Drama script

Hyperfiction

Title: To Kill A MockingbirdAuthor: Harper Lee.

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

Important Idea.
Prejudice.

Racial prejudice
Tom Robinson.

prejudice.
Social ~~and~~
Mrs Dubose
The Cunninghams
John
Kirkman.

Topic number: 6.

Begin your essay here:

Assessor's
use only

An important idea in the novel, To Kill A Mockingbird by Harper Lee, is that of prejudice. Harper Lee uses a number of examples that are relevant to today's world to portray this idea.

To Kill A Mockingbird follows the story of Atticus, Scout and Jem Finch. Tom Robinson is accused of a crime he didn't commit simply because of the colour of his skin. Scout goes through a trail of realisation and is a good example of a bildungsroman character. Atticus, ~~Scout~~ Scout and Jem fight with Tom Robinson to clear his name of such heinous crimes.

The examples of prejudice mainly seem to branch out into 2 ~~separate~~ categories. Racial prejudice and Social prejudice.

Because the story takes place in the 1930's in America, racism is prevalent. More so, because it is in the Southern states. The town of Maycomb seems to run on a 'levels' system. The wealthy white community, such as

Atticus and Miss Maudie are on top. Then there are the middle class white community. Below that is the level ~~of~~ of shockingly poor white people such as the Cunninghams, and on the bottom is the black community. It doesn't matter how wealthy you are, if you are black, you are the bottom of the pile. This vile concoction of a town shows the racial prejudice of the novel, very well.

The social prejudice in the novel centres around the elderly and the poor. Mrs Dabose is an elderly senile woman and for that reason, people avoid her. Another example is the way the Cunningham family is treated. The Cunninghams are very poor and often have to pay off their debts with potatoes. The way they are treated is well shown when Walter Cunningham is invited to the Finches for dinner. He begins to pour syrup all over his dinner and Scout complains to Atticus. Calpurnia takes Scout aside and tells her that "He is your guest and if he wants to eat up the tablecloth, you will let him".

I think that Harper Lee did well in making me think these ideas were important. It made me think of the social prejudice in today's society and the way people with mental illness are treated. The ideas are very relevant and should be considered by everyone that reads the novel.

A

This is a sound Achievement. The candidate has clearly identified an important idea, with sound evidence to support comments, but hasn't discussed the reader-writer relationship.

Extra paper for continuation of essay if required.

Assessor's
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