

91099



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

2

SUPERVISOR'S USE ONLY

Level 2 English, 2013

91099 Analyse specified aspect(s) of studied visual or oral text(s), supported by evidence

9.30 am Tuesday 12 November 2013
Credits: Four

Achievement	Achievement with Merit	Achievement with Excellence
Analyse specified aspect(s) of studied visual or oral text(s), supported by evidence.	Analyse specified aspect(s) of studied visual or oral text(s) convincingly, supported by evidence.	Analyse specified aspect(s) of studied visual or oral text(s) perceptively, 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 answer **ONE** of the essay questions in this booklet.

Check that this booklet has pages 2–12 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.

**Low
Achieved**

TOTAL

3

ASSESSOR'S USE ONLY

Q4: Analyse how the setting of time and/or place presented the values of a culture in the visual or oral text(s).

LOW A

Begin your visual or oral text(s) essay here:

In the play, "The Battalion," the setting presented many of the values of the Māori adolescent culture during the time of the Second World War. The setting of time in this production is from 1940 - circa 1943/44. The setting of place moves from the small rural town of Tauranga in New Zealand, to a Naval training ship, then to Greece and the island of Crete. Through these settings many of the culture's values are presented.

The first value presented, is that of an adventurous spirit of the ~~Māori~~ young Māori men. At the time, many Māori lived out in the country and other rural towns, where there was no work, and not much to do except sing, dance, and play. So when war broke out again and the 28th Māori Battalion was formed, many young men ~~te~~ left up and signed up straight away. There were two main reasons for this; the army was a real job, and the army was the only way for these men to get a chance ~~at~~ to ~~travelling~~ travel. Also, this was a chance for the Māori to venture out into the big city, as stated by Paora - the lead character, "I wasn't trying to get into trouble, I just wanted to have a look at the bright lights, and for once, talk to a girl I wasn't bloody related to." This shows that even a trip to the city was a big adventure ~~was~~ for the young Māori adolescent males.

Another value presented, was a huge amount of tribal and family pride. This is shown when ~~Paora~~ the soldiers would fight with soldiers from other companies. "They put us into companies based on our tribal lines. They thought that if we were put together with our families, then we wouldn't fight amongst ourselves." Another value related to that one is the importance and love of family. To these young Māori men at the time, and far away from home, in the middle of war, their families (their brothers and cousins they had around them) were the most important thing to them. During the scene in the island of Crete, the Lieutenant, Anaru tells some of his soldiers to go back home on the boats, they deny, so he replies, "...think of your families," to which he is told, "We are sir. Some of them are safe in Aotearoa and some of them are sitting here, waiting for the Germans to arrive. We will stay." This powerful piece of dialogue shows us that being a family and sticking together is a value held close to heart by these teenage Māori men. This shows the bond that they had whilst fighting against the Nazis in Crete during WWII.

The last value that is presented in the later part of the production, is the desire for peace above all else. This is shown during the scene in Crete, when a captured Germany feeds Paora's brother, ~~Joe~~ Joe Bay (who is stricken with Shell Shock), stating "He is only a boy, a boy. He should not be here. None of us should be here. Terrible war." This shows that even the enemy party does not want to be partaking in war either. In a ~~future~~ scene set in the present day, Paora is asked about his time in the war by grandchildren. Paora speaks of his admiration of the German soldiers. His grandchild asks, "But weren't they bad?" Paora replies, "War is bad."

"We were there to do a job, and so were they." This shows how, in retrospect, the value of the desire for peace ^{outweighs} ~~and~~ the ~~value~~ earlier values of the desire for adventure.

Through these settings we are not just presented with the values of Adolescent Māori Soldiers during the time of WWII, but through this journey we see how ^{war} values have changed and how they have affected the young Māori men of the 28th Māori Battalion.

GP14 Q4 03

This script clearly establishes the time/place setting of the text (WW2) and the culture in question (young Maori male). It provides evidence of three moments where this is significant and analyses two of these. An example is the small town setting during WW2, which promoted the young male culture of adventure seeking.

In each case evidence is offered in the form of quotation to support the analysis. More extended or consistent analysis may have led to a mark of 4.

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**High
Achieved**

TOTAL

4

ASSESSOR'S USE ONLY

Q6: Analyse how the interaction of characters or individuals created a sense of hope in the visual or oral text(s).

High A

Begin your visual or oral text(s) essay here:

~~In the film The Shawshank Redemption written/directored by Frank Darabont I will be analysing how ^{interaction of} characters/individuals created a sense of hope in the film. I will be talking ~~abd~~ about scenes and moments throughout the film ~~where~~ ^{where} an individual~~

In the film The Shawshank Redemption directed by Frank Darabont I will be analysing how interactions of characters/individuals created a sense of hope in the film. Throughout the film Andy ^{Dufresne the main protagonist} shows times where there is hope for the people in Shawshank Prison.

The first time we see hope is the roof top scene where Andy and a couple of his mates were retarring the roof of the prison. Andy over hears ~~Guard~~ ^{Guard} Hadley talking to the other guards about how the Government are going to tax

him on the \$30,000 that he was left in his brother's will. He walks over to the other guards in hope that he will be able to help out Hadley. This is the first time we see a sense of Hope from an individual in the film. The second is when Andy is just about to be thrown off the roof top, he makes a deal with Hadley that if he helps him out then Andy and his co-workers will get 3 bottles of suds each. When Andy is doing this he said "A man working in the sun doesn't feel like a real man without a bottle of suds" this quote is Andy's way of wanting to feel normal, the sense and feeling of hope that one day they won't have to ask. He did this to feel as though they could one day be normal, gives the sense of hope that they will.

When Andy was writing a letter to the Government every 6 weeks for six years it showed he had faith in ~~himself~~ himself, he hoped that they would send him funding to start up the library, he didn't know if he was going to get the funding or not but the sense of hope that he was going to get them. He persisted at it for six years.

until he finally got the money. These actions/interactions with the Government gave the ^{sense} ~~ses~~ ~~that~~ Andy was hopeful with what he was doing.

The interactions ~~been~~ ^{between} Andy and Red shows a sense of hope. The things they did for each other in the prison gave them hope that they would once be free again. Red would get jobs for Andy, like the roof top one, and in return Andy would do something for him. They would each give one another the feeling of normality. Red ~~used~~ ^{would} to bring things ~~to~~ into the prison for Andy even the smallest things like candy or gum but this would give him hope that he would feel free. There is one scene where Andy is in the warden office and he starts to play some vinyl record, he turns on the intercom so that everyone can hear the beautiful voice of the girl singing. All prisoners stop and listen, ~~they~~ & you get the feeling as ~~that~~ all the prisoners feel as if they aren't in prison and they are just in their own little world. They get the sense of hope from Andy's actions. Although this act gets Andy in trouble.

Throughout the film there are many interactions that give you the sense of hope in the prison that they will one day be free men. Andy gives people hope by the things he does even if it means time in the cell. He looks out for other people and tries to give them hope that it will be alright.

GP1- Q6 04

This script establishes three moments where interaction leads to hope. They are Andy's interactions with Hadley, with the government by letter, and with Red.

Evidence is provided for each of these moments, and there is analysis such as 'All prisoners stop...They get a sense of hope from Andy's actions.'

The script analyses several aspects of 'hope' and it is this discussion of the idea which lifts it from 3 to 4.