

91098



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

2

SUPERVISOR'S USE ONLY

Level 2 English, 2013

91098 Analyse specified aspect(s) of studied written 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 written text(s), supported by evidence.	Analyse specified aspect(s) of studied written text(s) convincingly, supported by evidence.	Analyse specified aspect(s) of studied written 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.

Shows convincing understanding and some insight. Develops a partially insightful argument. Interpretations are linked to one another. Shows some insight in discussion of the writer's purpose.

Excellence

TOTAL

7

ASSESSOR'S USE ONLY

Question number:

5

Written text type(s):

Tick (✓) your selection.

Novel

Drama

Poetry/song lyric

Non-fiction

Short story

Digital/online text

Print media

Title(s):

Siren Song

Author(s)/creator(s):

Margaret Atwood

PLANNING

This is the song that everyone would like to learn: the song that is irresistible

'Analyse how language features were used to stir readers' emotion in the text!'

- diction / word choice
- repetition $\left\{ \begin{array}{l} \text{song} \\ \text{you} \end{array} \right.$
- imperative "come closer"
- hyperbole

the song that ~~forces~~ forces men leap overboard in squadrons even though they see beached skulls

The song ~~that~~ nobody knows because ~~there~~ anyone who ~~has~~ heard it's dead and the others can't remember

Shall I tell you the secret and if I do will you get me out of this bird suit?

I don't enjoy it here

Squatting on this island looking picturesque and mythical with these two feathery maniacs

I don't enjoy this trio fatal and valuable

I will tell the secret to you to you, only to you

Come closer, this song is a cry for help - Help me!

At last. Alas it is a ~~song~~ ^{song} but it works every time

o Appearance can be deceiving

o Dangers of gender stereotypes.

- heroic
- sympathy for siren
- Power - who has it?

- Makes the reader feel like they are the ~~sailors~~ sailors/men being tempted by the song.

- Feel powerful as we are the hero/rescuer but then the Siren has the power

Your essay should be at least 350 words long. The quality of your analysis is more important than the length of your essay.

Your essay should include:

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

Support the points you make with **specific details** from the text(s).

Begin your written text(s) essay here:

Siren Song written by Margaret Atwood provokes ~~emotions~~ feelings of ^{desire} ~~an~~ ^{powerlessness} power and sympathy in the reader. Atwood effectively uses language features such as word choice, repetition, ^{hyperbolic} and imperative to stir these emotions in the reader. ~~As well as provoking emotions the language features~~

The reader of the poem feels ~~feel~~ because they have ~~the~~ power over the siren's through the use of diction, and repetition. Power is first felt in the word choice of 'irresistable' in, "the song that is irresistable," as the reader doesn't realise they are being pulled into the 'Siren Song' yet. They feel they have power as they ^{think they} are able to resist the ~~the~~ song and yet they are still being pulled in as they continue to read. The next specific word choice is, "shall I tell you the secret," in which 'secret' has the connotations of closeness and equal power. In sharing a secret with someone you can give them power ~~of~~ over yourself as they can use it as a manipulative tool. In this way the reader feels that they gain power over the siren who is sharing the secret with them. Later in the poem the diction in, "cry for help" of 'cry' and ~~whisper~~ ^{whisper} both provokes the

appreciates the active role of the reader

insightful understanding shown

feeling of power in the reader due to the connotations of these words. 'Cry' connotes feebleness and the need to be helped to everything as we often associate this word with babies. These connotations give the reader a feeling of power over the Siren as they are seen as helpless and weak.

Convincing analysis of language use

Repetition is used throughout the poem to put the reader as the men being tempted by the 'Siren Song'. The first person singular pronoun 'you' is used to place the reader in the sailors shoes and therefore give them the feeling of having power over the Siren. For example, "I will tell the secret to you, to you, only to you," repeats the pronoun multiple times making the reader feel personally involved in the poem and as though they are in direct contact with the Sirens. The repetition inforces to the reader that they are somehow important to the Sirens and that the Sirens may need them giving them the feeling of power.

Clear connection made between use of a variety of language features

Attwood also stirs the emotion of powerlessness in the readers through the use of the language features hyperbole and diction. The hyperbole, "leap overboard in squadrons: even though they see beached skulls," gives all the power to the Sirens therefore placing the reader as a powerless sailor doomed to jump to their death no matter what. The diction of 'leap' in the exaggeration connotes to the sailors ~~some~~ wanting to get off the ship or initiating their own death as 'leap' has positive connotations of leaping in games and around the garden at home. Also, by using 'squadrons', Attwood indicates a large

attentive to the question

20/20

number of people jumping off the boats which emphasises how much power the sirens have over the sailors and therefore also the readers. The author uses specific word choice to make the reader feel powerless against the Sirens. The connotations of the word 'force' are a feeling of power for those forcing others to do something. This is seen in the Siren Song in, "The song that forces men to leap overboard," as it emphasises that the power lies with the Sirens as they are able to make the sailors go to their death which provokes powerlessness in the reader as they know they ~~are~~ could have been a sailor jumping to their death, unable to control themselves against the Sirens. Again diction is used in, "It works everytime," to ~~now~~ stir emotions of helplessness and powerlessness in the reader as they realise they are just like every one else who has also been tempted or taken by the Siren Song. The connotations of 'everytime' suggest it is repetitive and monotonous that every person is taken by the Siren Song making the reader feel powerless as they think they will have no chance if they ever contact the Siren Song.

Nice
 explanation
 of the
 conflicting
 emotions

Clear
 understanding
 of the
 reader-
 writer
 relationship

Another feeling stirred in the reader by the language features in Siren Song is sympathy towards the Sirens. Repetition is used to make the reader feel sympathetic for the Sirens as they seem to lead such a monotonous and unchanging life. In the poem, "I don't enjoy it," is ~~now~~ repeated to make the reader sympathise with the Siren. The reader ~~sympathises~~ sympathises because we generally want others to be

happy in life and the Sirens obviously aren't. Diction is also used to provoke feelings of sympathy in the reader towards the Siren. The connotations around the diction, "bird suit" and "feathery maniacs," is ridiculous. The sympathy is provoked as we don't want these around us to suffer by being surrounded by ridiculous things.

clear understanding of the author's purpose.

~~Language~~ Language features and techniques were used by Margaret Atwood in Siren Song to stir emotions in the reader. The reader felt powerful and powerless in the poem due to the use of repetition, hyperbole and word choice and sympathetic towards the sirens due to the use of repetition and diction. The language features effectively provoked emotions in the reader so that they understood the poem more easily.

Good appreciation of complexity.