

90850



NEW ZEALAND QUALIFICATIONS AUTHORITY
 MANA TOHU MĀTAURANGA O AOTEAROA

1

SUPERVISOR'S USE ONLY

Level 1 English, 2014

90850 Show understanding of specified aspect(s) of studied visual or oral text(s), using supporting evidence

9.30 am Wednesday 12 November 2014

Credits: Four

Achievement	Achievement with Merit	Achievement with Excellence
Show understanding of specified aspect(s) of studied visual or oral text(s), using supporting evidence.	Show convincing understanding of specified aspect(s) of studied visual or oral text(s), using supporting evidence.	Show perceptive understanding of specified aspect(s) of studied visual or oral text(s), using supporting 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.

Achievement

TOTAL

3

ASSESSOR'S USE ONLY

Question number:

3

Visual or oral text
type(s):



Film

Tick (✓) your selection.



Television programme



Radio programme

Title(s):

The Blind Side

Director(s)/creator(s):

John Lee Hancock

PLANNING

Your essay could include:

- an **introduction** that states the focus of your essay
- **key points** related to the question, supported by examples and quotations
- **discussion** of the director's/creator's purpose
- a **conclusion** that focuses on the main idea.

You should aim to write a concise essay of no more than 3 pages in length. The quality of your writing is more important than the length of your essay.

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

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

In the film *The Blind Side* by John Lee Hancock, one important idea or theme that stood out to me was "The Importance of Family." The main character Michael Oher grew up in Hatt Village. He didn't know who his father was, and his mother was a drug addict. He lived on the road, and had nowhere to stay. Leigh-Ann Tuskay who is an interior designer finds Michael and helps him out.

Michael didn't know his life was about to change from the moment he met Leigh-Ann and her family.

Michael Oher grew up in a poor background. This is shown in the beginning of the film as he is in the car. The director uses lighting to show Hatt Village. The lighting is dark compared to the city where it is bright.

Michael grew up without a family. He was taken away from his mother when he was little. This is shown in the flashbacks. The flashbacks last a short time, but it brings back memories. This helps the audience understand that he didn't have a good childhood. He went from one foster family to another. Michael didn't feel like he had an actual family until he met the Tuskay family.

Michael Oher stays at the Tuskay family for the night. As Michael sits on the couch he sees a book on the table. The book has a picture of a family at the dinner table. The music in the background is soft and sad.

This indicates that this is a sad moment for Michael, because he sees a happy family eating dinner together, and he knows that his family would never have that time together.

Leigh-Ann Tushy starts becoming like Michael's mother. "Michael, do you want to stay here?" - Leigh-Ann. "I don't want to go any place else." - Michael.

"Alright then." - Leigh Ann. This shows that Leigh Ann is being generous offering Michael a place to stay. Michael is becoming more comfortable staying with the Tushy family because he feels accepted.

During the film the Tushy family do alot for Michael. They feed him, clothe him, and even pay for his tutor. They want him to succeed. During the game of football, a man shouts out to Michael calling him names. Leigh-Ann stands up and shouts that Michael is his son. This shows that Leigh-Ann is proud and happy to have Michael as his son despite his colour and his background, and also what everyone might think.

In the middle of film Shaun Tushy ask Michael if he would like to be apart of the family. "we would like to" "Would you like to become a part of this family?" - Shaun. "I kind of thought I already was." - Michael. This shows that Michael is happy of what he has become. He is happy to be apart of the Tushy family. He has never felt happy with a family before and he is happy to be apart of it.

The camera ~~shots~~ does close up shots on each

a family members faces as they nod towards
and making him feel reassurance.

roxie has taught me alot, especially ^{on} families.

taught me to become more grateful of the family

I have come to realise that some people dont
families, some are living in foster homes, and some
even know their parents. I have learnt to become
grateful with the family I have, because I can
get another. Family is Greer.

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Achievement

TOTAL

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ASSESSOR'S USE ONLY

Question number:

4

Visual or oral text
type(s):

Film

Tick (✓) your selection.



Television programme



Radio programme

Title(s):

Director(s)/creator(s):

PLANNING

Your essay could include:

- an **introduction** that states the focus of your essay
- **key points** related to the question, supported by examples and quotations
- **discussion** of the director's/creator's purpose
- a **conclusion** that focuses on the main idea.

Describe at least ONE character or individual
that helped me understand an important message

Explain how the character helped you understand
the message

Miep Gies

I did what I had to
do

Eva

in court

Marcus

You are heroes

You should aim to write a concise essay of no more than 3 pages in length. The quality of your writing is more important than the length of your essay.

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

ASSESSOR'S
USE ONLY

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

In the film, *Freedom Writers*, by Richard La Gravenese, a few characters helped me understand an important message. These characters were Miep Gies, the lady that hid Anne Frank, Eva, a student in Miss Gruwells class and Marcus also another student. *Freedom Writers* is about a class of underprivileged students. During their year at Woodrow Wilson High School, they get a new English Teacher, Miss Gruwell. She gives these kids one thing they have never had before, hope. As the year goes on, Miss Gruwell helps to change these students from being disrespectful and stubborn, to respectful. She gives her students ~~diary~~ diaries to write about their lives in. This helps her to understand what they are going through.

During the year, Miss Gruwell and her students fundraised to get Miep Gies in to speak. Miep Gies was the one who hid Anne Frank. Miep Gies spoke to these students and they found her very inspirational. One of the things that she said was, "I did what I had to do, because it was the right thing to do." She said this and it was applied to her hiding Anne Frank. While Miep was saying this, the camera panned the room to see all of the students.

expressions and facials. The camera also cut from Miep Gies to several other students, showing that they were thinking about what she said. Miep Gies helped me understand the message, "I did what I had to do, because it was the right thing to do," by the influence it had on others.

Eva was also another person who helped me understand this message. Eva was a prime witness to testify in court about who she saw shoot the guy at the dairy. During the Miep Gies visit, Eva was thinking deeply about what she had to say. This was shown by the cutting of the camera from Miep's ~~fact~~ face, to Eva's face. This showed, like I said before, that Eva was thinking about what she ~~said~~ had to say. In court, Eva could stick up for her own and lie about who she saw shoot the guy, or she could listen to Miep's advice and tell the truth. Eva helped me understand Miep Gies' message by ~~th~~ what she did in court. ~~Although~~ If Eva was to tell the truth, she would be very vulnerable. Even with these ~~su~~ ~~circumstan~~ circumstances, Eva chose to tell the truth, saying that Pako shot the guy, not Grant (the accused shooter). When Eva told the truth, you could see that she was very vulnerable by the lighting. The crowd in the court room suddenly got dark, while Eva was ⁱⁿ light. Also the music playing was

slow ~~to~~ Latino music, suggesting that something bad was going to happen.

Another message that came from this film was also a message from Miep Gies. ~~At~~ She said, "You are the ~~heroes~~ ~~heroes~~ heroes, you are heroes everyday." A different character from Miep helped me understand this message. It was Marcus. The reason Miep Gies said that they were the heroes, was because of Marcus. He raised his hand and told her, "I've never really had a hero before, but you are my hero." Marcus helped me understand this message because at the start of the year, ~~At~~ ^{he} ~~he~~ had no respect and hated white people. Now he is saying that Miep is he hero. Some techniques that also helped me understand that the students ~~were~~ ^{are} the heroes, ~~were~~ ^{was}, the lighting coming from behind Miep. This gave the students hope. Another symbol of hope ~~were~~ ^{were} the flowers sitting beside Miep is a vase. The colours brought hope and helped set the atmosphere. The position of where Miep was sitting compared to the students also ~~help~~ helped me understand the message of ~~hero~~ being a hero. ~~Miep~~ She was sitting up higher on a ledge, with the students below her. While she was sharing, I found it was like a grandmother telling stories to her grandchildren. This was very ~~enlightening~~ enlightening and once again brought hope and something to be proud of.

Extra space if required.
Write the question number(s) if applicable.

QUESTION
NUMBER

In conclusion, the film Freedom Writers, helped me understand several important messages. These messages were shown through individuals. The individuals were Miep Gies, Eva and Marcus. The important messages that I got out of them were, "I did what I had to do, because it was the right thing to do," and, "You are the heroes, you are heroes everyday." These two messages brought the students hope and it gave them something to be proud of.

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A3	The candidate shows sufficient understanding of the text and knowledge of techniques. The second part of the question relies on implied teenage message in the conclusion.
A4	The candidate shows a clear understanding of the film and answers both parts of the question. Points and the use of techniques are not developed with convincing detail, needed for Merit.