BBA PRACTICE EXAMINATION
2008

ENGLISH
Level One

TEACHER SUGGESTED ANSWERS

90057

Read and show understanding of unfamiliar texts.

Credits: Three

Answers to 90057 - Read and show understanding of unfamiliar texts

Text A: (extract from 'Face It', a New Zealand novel for teenage readers)

Suggested Answers:

Question	Achievement Describe	Merit Explain	Excellence Appreciate
1. *(a) Identify ONE* **verbal** *language feature used to* **show the boy's feelings about time passing** *in lines 1-5,* **("I waited… his back to me").** *Verbal language feature:* *Example:* *(b) Explain* **how** *this feature shows the boy's feelings about time passing.* *Explanation:*	**Must identify ONE verbal feature and give example. Need not have (b) explanation to score 'Achieved'** • <u>Simile</u>: ('Like a possum'). The boy wants to move but as the seconds pass he feels too scared to get out of danger. • <u>Hyperbole</u>: ('an eternity'/'about three million light years'). These deliberate exaggerations show us the character feels time is passing really slowly, he is so nervous. • <u>Short sentences</u>: ('Waiting for…'/'But nothing happened.') Short sentences are the classic method to show a character's growing tension as time passes. • <u>Minor sentence</u>: ('Waiting…bullet'). Leaving out the subject helps show the tension in the character's inner feelings. • <u>Listing</u>: ('a challenge, a shout, a bullet). This listing reinforces the character's concern that he doesn't know what may happen, and as time passes something dramatic is inevitable. • <u>1st person narrative</u>: ('I waited... willing myself… I heard… I didn't recognize… the figure above me moved again… I could see now') explains the character's actions and feelings step-by-step, chronologically. • <u>Verb tenses</u>: ('waited' (past) 'waiting' (present); 'I heard' (past) 'I could see now' (dramatic present) help reveal that he was using the same senses keenly all the time showing he was worried as time ticked by. • <u>Verbs-present participles</u> ('willing'/'waiting'/ 'listening'/'disappearing' etc) all reinforce the variety of movements and reactions occurring showing the boy is feeling quite desperate about what is happening and may yet happen • <u>Adverbs</u>: ('again'/'now'). The use of adverbs (eg 'now' rather than 'then') conveys the immediacy of Greg's plight, and shows us his concerned feelings about that moment in time • <u>Repetition</u>: ('waited… waiting' reinforces the urgency he feels about what may happen).	**As for Achievement plus explains the effect of one feature.** ***Sample Merit Answer:*** "Verbal feature is a simile ('Like a possum caught in a high-beam headlight'). **<u>Example:</u>** This comparison using like or as makes me imagine (Effect) the boy stuck in one place when death could be coming." **(Explanation)**	**As for Merit plus appreciates how the feature shows the character's feelings about time passing.** ***Sample Excellence Answer:*** "Verbal feature: a minor sentence. **<u>Example:</u>** 'Waiting for a challenge, a shout, a bullet.' By missing out a pronoun (eg 'I was waiting…'), it could be the boy or a possum because possums will run if you shout on a night shoot. It makes us realize how like a possum he must feel. **(<u>Appreciation</u>)** The writer builds up the tension in the first three sentences shows us the character is scared stiff to move as he waits his fate, then we share his relief at the anti-climax 'But nothing happened.' (minor sentence). Only in paragraph two does he creep away."
2. *Explain how the writer* **creates a tense feeling** *in paragraphs 2 and 3 (lines 9-22).* *Explanation:*	**Must identify ONE method:** • The writer describes how Greg was too frightened to breathe/his pulse was racing. • The writer says that the boy had to keep under cover as he was so scared. • The writer asks the question 'Where had he gone?' which creates a tense anticipation. • The writer uses vocabulary like 'struggling'/ 'darkness'/'stealthy'/'shadow'/'stealing'/'fright.' • The writer uses the expression 'at first' which increases tension because it suggest later on things will change for the worst.	**As for Achieved plus explains how.** • 1st person narrative helps us see how tense the boy was feeling by his own reactions and comments. • Stereotyped description of scary scene ('moonlit and deserted'/ 'darkness'/'shadow'/ 'crept'). • Interrogative is only partly answered – the 'he' is, ominously, just 'a stealthy movement.' • Present participles ('struggling'/'racing'/ 'blundering'/'clutching') keep scene in dramatic present. Figurative language ('wake'/ 'melted'/'stealing')	**As for Merit plus appreciates how the reader is encouraged by the writer's techniques to see the scene and follow the action <u>through the fearful eyes</u> of the young narrator.** The 1st person technique helps us <u>identify with</u> boy and the tense feelings caused by his predicament. ***Sample Excellence Answer:*** 'The writer creates a tense feeling by use of the first person "I" (which is used 11 times in the two paragraphs) showing that we only see things through the boy's eyes.
		Continued on pg 3	*Continued on pg 3*

Question	Achievement Describe	Merit Explain	Excellence Appreciate
		Continued from page 2… increases depth of understanding of the tenseness. • Chronological step-by-step action ('I crept… at first… and then... then he... I followed' etc) slowly reveals events to maintain tension.	*Continued from page 2…* Actually nothing much happens at all in those paragraphs apart from a birdcall and some shadows but because of the "I" technique we still share his fear that if he's caught he's in big trouble ('cat among the pigeons' proverb).
3. *(a) Identify ONE **verbal** language feature used to help us understand more about the boy's character in lines 27-30* **("I had been… was real")**. *Verbal feature:* *Example:* *(b) Explain **how** this feature helps us **understand more about the character**.*	**Must identify one verbal feature and give example:** • <u>1st person description</u> ('I had been so stupid', 'I'd ignored it') Shows us that he is honest about himself and admits when he's made a mistake. • <u>Proper noun</u> ('Play Station') shows us he's probably a teenage boy who is used to playing video games • <u>Short sentences</u> ('Could have kicked myself'/ 'And I'd ignored it'/'This was real.') help us understand the running sequence of thoughts quickly going through his mind • <u>Past tense verbs</u> ('I had been'/'I'd heard'/'I'd ignored it') show the reader he is reflective as he thinks back to the earlier 'bird-call' and his error in not recognizing it was the man's signal • <u>Inner monologue/interior voice/imperative</u> ('Wake up, Greg, turn your senses on.'). Helps us understand that the character is telling himself inside to 'snap out of it' • <u>Colloquial vocabulary</u> ('wake up'/'turn your senses on'/'beep) shows he's just an everyday person • <u>Incomplete/minor sentences</u> ('Could have kicked myself'/'And I'd ignored it') show he usually speaks informally and reveal how he is thinking inside. • <u>Declarative sentences</u> ('I'd been so stupid'/'This was real') show he is pragmatic, a realist despite his youth. • <u>Third person narrative</u> ('Wake up, Greg') shows he is objective and self-aware enough to address himself.	**As for Achievement plus <u>explains the effect</u> of one feature.** ***Sample Merit Answer:*** 'The verbal feature of First person description helps us know what the boy felt inside. When he says 'I'd been so stupid' the effect is to help us learn what he's thinking in his head. ***(Explanation)*** It shows he knows he's let himself down.'	**As for Merit plus <u>appreciates</u> how the feature is <u>designed to help the reader remember the advice given</u>.** ***Sample Excellence Answer:*** 'Verbal feature: Short sentences (some are also minor sentences, such as 'And I'd ignored it'). ***Example:*** There are seven sentences in just three lines and these all help us understand Greg more because it makes me see his ideas are coming in short sharp thoughts as they do when you're feeling very stressed. He is trying to calm himself down and after he says 'Wake up' to himself, the longer sentence about the Playstation shows he's succeeding .' ***(Appreciation)***

Text B: 'Wake Up Call' (Poem)
Suggested Answers:

Question	Achievement Describe	Merit Explain	Excellence Appreciate
4. *Explain how the writer shows that the poem is set in winter.*	**Must identify** any ONE of the following: • leaves (of 'Summer') have 'fallen' • a 'layer' of leaves coats the lawn • 'soggy' lawn • rain is dripping like 'tears' on the swing and slide • the 'playful' (ie children in summer) have gone • gutters are blocked, with 'decomposing' litter • gutters are leaking, staining the walls • stems are grey and dry (not green and sap-filled as they may be in spring/summer) • breakfast drink is 'steaming' implying a cold morning	**As for Achieved but must give at least TWO examples plus explain the effect of one feature.** *Sample Merit Answer:* 'The poet shows her poem is set in winter by the use of figurative language such as metaphors. By describing the leaves as 'cornflakes' the colour of 'fire' she shows the leaves of winter's reds and yellows have been there so long they are 'soggy' like wet cereal. The metaphor 'expresso' to describe the gutter's brown leaks is another use of colour to help us 'see' the winter scene.	**As for Merit plus appreciates how the writer uses a variety of methods to not only set the scene in winter but to establish an overall mood.** *Sample Excellence Answer:* "The poet appeals to the reader's senses in each stanza by, for eg, suggesting the sound ('crunchy'-onomatopoeia) of dead leaves. The sights of winter, 'steam' rising; 'tears drip' (a metaphor for winter rain),and 'as dry as Weetbix', (a simile for winter's lack of growth). These figurative features help set the scene by evoking senses.
5. *Explain how the idea of 'breakfast' is developed in the poem. Give examples to support your points.*	**Identifies** any ONE of the following, with correct example • <u>Metaphors</u> ('giant Cornflakes'/'filter'/'percolating'/ 'expresso stains') directly compare aspects of the scene to breakfast items, as extended metaphors • <u>Direct</u> statements/declaratives ('beckons me inside to make breakfast'/'steam rises from my cup'/'the shifting weight of morning') state that the poet is sitting outside her house watching the early morning scene, having a morning hot drink) • <u>Simile</u> ('as grey and dry as Weetbix') indirectly compares the vines/ branches to a breakfast cereal in colour and texture • <u>Brand-name/proper noun</u> ('Weetbix') • <u>Onomatopoeia/alliteration</u> ('crunchy Cornflakes') reinforces the sound of the cereal/dead leaves • <u>Adjectives/modifiers</u> ('giant crunchy'/'expresso'/ offer sensory details of breakfast images • <u>Present</u> tense verbs relating to breakfast ('Cornflakes coating'/'drip'/'percolating'/'steam rises') suggest the immediacy of the moment , just before she leaves 'to make breakfast' • <u>Title</u> ('Wake Up Call') alludes to breakfast time.	**As for Achievement but must give at least two examples plus explains the effect of one feature** *Sample Merit Answer:* 'The poem is describing the early morning on the deck. Tania compares different things she sees to common breakfast foods so it helps the reader get a clearer picture of the scene. *(Explanation)* The dry leaves are 'giant crunchy Cornflakes' (metaphor), like in a plate, and the trees are grey brown 'as dry as Weetbix' (simile).	**As for Merit plus appreciates how the idea of breakfast is developed via a variety of references and language features** *Sample Excellence Answer:* 'The idea of 'breakfast' is developed in each stanza by combining aural techniques such as onomatopoeia ('crunchy', 'drip', steam)and visual metaphors like 'filter' and 'expresso' which all relate to breakfast. As the writer looks around the garden, she shows she's thinking of breakfast because she uses that motif, then finally goes for hers'. *(Appreciation)*
6. *(a) Identify ONE **verbal** language feature used to help us **imagine the workshop OR the house** in lines 9-17. (NB: Do not use a feature you have mentioned in your answer to question 5).* *Verbal feature:* *Example:* *(b) Explain how the poet uses this verbal feature to help us **imagine the workshop OR the house.***	**Identifies** any ONE of the following, with correct example: • <u>Adjectives</u> (pre- and post modifiers) 'chock full'/ 'expresso'/'interlaced'/'woody'/'grey'/'dry' – the variety helps us imagine the workshop scene by creating vivid pictures in our minds. • <u>Alliteration</u> ('litter-leak'/'expresso-stains'/ 'walls–workshop') linking sound and sense aids memorability, especially in a reading of the poem • <u>Metaphor</u> ('expresso stains') help us visualise the colour and texture of the leaks staining the workshop walls • <u>Simile</u> ('woody stems as grey and dry as Weetbix') helps us imagine the colour of the of the old branches • <u>Onomatopoeia</u> ('groan') helps us imagine the creaking sound of the house • <u>Personification/metaphor</u> 'hearing the house groan'/' the shifting weight of morning'/'beckons me'/helps us imagine the house has a life of its own • <u>Verbs</u> ('decomposing'/'leak'/'interlaced'/'rises'/ 'sit'/'hearing'/'groan'/'shifting'/'beckons'/'make': the number and variety of verbs help us imagine the life and activity of the morning scene.	**As for Achievement plus explains the effect of one feature** *Sample Merit Answer*: 'The poet uses the <u>verbal feature</u> onomatopoeia 'groan'. *Example:* And this makes us think of the house being alive and it could be the a strong wind blowing through the house to make the noise.' *(Explanation)*	**As for Merit plus appreciates how the feature helps us imagine the scene** *Sample Excellent Answer:* 'The verbal feature is metaphor. The poet says the gutters are leaking 'expresso'. *Example:* Stains which is directly comparing the water leaks to coffee. This helps me imagine the scene because I realize the gutters must be rusty (as well as old like the 'grey, dry' vines), because rusty leaks are often quite thick and dark brown like expresso coffee when it 'leaks' down from the machine'. *(Appreciation)*

Text C: 'Stay safe this summer' (poster)

Suggested Answers:

Question	Achievement Describe	Merit Explain	Excellence Appreciate
7. *(a) Identify the **target audience** for this poster.* *(b) Explain how the poster targets this audience.*	**(a)** <u>Identifies</u> any of: • **people/boaties/fishermen etc who take alcohol with them on boats** • **people/boaties/fishermen etc who are drunk when they go out in boats** **(Must refer to the 'alcohol' problem)** **'boats which tip over easily' = x** **'people who go out in launches on the sea'= x** Need not give explanation for 'Achieved' **(b)** • The two people in the photograph are typical middle-aged male 'boaties', shown in a typical NZ summer setting • Properties in the staged photo include iconic kiwi items such as the aluminium dinghy, chilly-bin, wine bottles and beer cans, ice-cream containers, sun hat etc which the male target audience would relate to • Use of language features such as the colloquialism 'booze' would mean the poster was easy for the target audience to relate to • Declarative, no-nonsense imperatives ('wise up'/ 'stay safe'/'wear a life jacket') are aimed at adult males.	As for Achieved but **explains** how at least one feature targets that audience. ***Sample Merit Answer*:** 'The dominant feature of the photograph has been staged to target older aged New Zealand men who drink. Young people aren't the target because they would wear a cap not a sunhat and would probably not be drinking wine. The logos along the bottom of the poster also show that the target audience are New Zealanders because it says 'North Shore City', 'ACC' etc.'	As for Merit plus **appreciates** how the writer uses a variety of methods to not only set the scene in winter but to establish an **overall mood.** ***Sample Excellent Answer:*** 'The target audience is kiwi men who 'drink and drive' their boats. The use of personification to make it sound as if the 'boats' and not the 'boaties' should be 'sober' would make the target audience think about whether they ran a 'sober boat' or a 'drunk boat'. Also the four figures are all adult males, -people who should be helping ensure the summer is 'safe' for younger people- by not drinking they will 'make it a safe summer' for them and their families'.
8. *(a) Identify any TWO different **visual language features** used to **make the poster more appealing** to the viewer.* *1. Visual feature:* *Example:* *2. Visual feature:* *Example:* *(b) Explain how **ONE** of the two **visual** language features identified above is used to **make the poster more appealing** to the viewer.*	<u>Identifies</u> any TWO visual features and gives example of each: **NB For 'Achieved' candidate can identify the feature without using the exact jargon. eg 'the large photograph of the boats' is ok- use of the term 'dominant feature' is not vital for 'A'** • <u>Contrast</u> (light sky /darker words, ball, sea/ company logos on white background) • <u>Typographic features</u> (large font/varieties of font size and shape/upper and lower case letters) all offer variety which adds to visual appeal • <u>Reverse screen</u> (light letters on dark background/ grey scales) for variety • <u>Rule of 1/3rds</u> gives balance which is easier on the eye • <u>Balanced body copy blocks</u> (poster has 4 statements, in 4 corners), more visually pleasing than an unbalanced layout • <u>Dominant feature</u> of photograph of dramatic rescue scene/speeding boat, catches eye. • <u>High angle</u> centred shot is eye-catching makes boaties appear more vulnerable • <u>Symbols</u> (large beach ball = summer/beer bottles = 'booze'/logos on footer eg Police/ACC = sponsors/wavy line= waves /raised arms= help needed) –all well-known symbols which would appeal more than more obscure symbols • <u>Layout</u> of photograph swings the viewer's eye from right to left from the point of the peninsula following the rescue boat's wake directly onto the capsized dinghy, to increase sense of action and drama, to heighten appeal • <u>Graphic design</u> of centre upper line and wavy line in lower 1/3rd (and 'water') separates different visual elements for clarity. ***Continued on pg 6***	As for Achievement but needs correct terminology, plus <u>explains</u> the <u>effect</u> of one feature. ***Sample Merit Answer*:** <u>'Visual feature 1</u> is the 'shadow-wave' effect in the word 'water'. ***Example:*** <u>Visual feature 2</u> is the rule of 3rds and you can see this in the 3 parts of the poster which cut horizontally (the top words, the middle photograph and bottom words). ***Example:*** The effect is that it makes the 3 parts stand out clearly better than if the words and pictures were one big collage.' ***(Explanation)***	As for Merit plus **appreciates how the feature is designed to appeal to viewer.** ***Sample Excellent Answer:*** "<u>Visual feature 1</u>" is font variety. ***Example:*** 'Make it a safe summer' is low-case and sloping (italic) and 'Sober boats stay afloat' is Sentence case and non-itallic. <u>Visual feature 2</u> is a dominant feature. ***Example:*** The photo of the boats. This photo would really appeal to the average run-about owner because it has typical 'boatie' things in it like rope, a chilly-bin and ice-cream container and the men are holding their arms up which boaties would know means 'help'. ***(Appreciation)*** The photographer has also used fast-speed aperture to 'stop' the speeding rescue boat which makes it more appealing than an out-of-focus boat."

Question	Achievement Describe	Merit Explain	Excellence Appreciate
	Continued from page 5... • <u>Balance</u> (left upper circle with right upper rectangle/'Wise up to the Water' Text-box fills wave dip) makes poster easy to take in • <u>Uncluttered graphic design</u> means the viewer's eye instantly gets the message. • <u>Perspective</u> (distant out of focus headland shows the boats are a long way out) adds the appeal of drama to the scene. • <u>Logos</u> (eg of North Shore City, lower right corner) may appeal to local residents who would instantly relate to it as applying especially to them.		
9. *(a) Identify any TWO different **verbal** language features used in the poster to **help the reader remember** the advice given.* *1. Verbal feature:* *Example:* *2. Verbal feature:* *Example:* *(b) Explain how **ONE** of the **verbal** features identified above is used to **help the reader remember** the advice given.*	**Identifies any TWO verbal features and gives example of each.** • <u>Imperative</u>: ('Make it a safe summer'/'wear a life-jacket'/'leave the booze at home'/'wise up to the water'/'call action line'). Helps the reader remember the advice given as it tells/commands readers to take action personally/instructs or reminds them to do remember to do something. • <u>Alliteration</u>: ('safe summer'/'stay safe this summer'[or sibilance]/'wise up to the water'). The same consonant sound helps memorability. • <u>Assonance</u>: ('Sober..boats afloat' 'make it safe'). The same vowel sound helps memorability. • <u>Personification</u>/metaphor ('Sober boats'). The implication that the boat itself is drunk [and so is pictured sinking] is original and therefore more memorable. • <u>Colloquial language</u> [colloquialism, slang, informal language]. ('booze'/'out on the water' 'wise up'). Everyday language is used which everybody would more easily remember than more formal vocabulary. • <u>Repetition</u> ('safe'/'summer'/'water'). This language feature emphasizes key words which help the reader remember them • <u>Rhyme</u> ('boats'/'afloat') aids memorability • <u>Short sentences</u> ('make it a safe summer'/'Sober boats stay afloat'/'Wise up') are easier to remember.	**As for Achievement plus <u>explains the effect</u> of one feature.** ***Sample Merit Answer:*** Eg: <u>Verbal feature 1</u> alliteration ***Example:*** 'Stay safe this summer' <u>Verbal feature 2</u> assonance ***Example:*** 'Make it safe'. These 'sound' devices help link the sound of words in our ears and therefore help our minds to remember them?' ***(Explanation)***	**As for Merit plus <u>appreciates</u> how the feature is <u>designed to help the reader remember the advice given</u>.** ***Sample Excellent Answer:*** *Eg: <u>Verbal feature 1</u> repetition* ***Example:*** *'Stay'/'safe' which hammers the point home. <u>Verbal feature 2</u> is the use of imperatives and this would help the reader remember to 'stay afloat' and 'wear a life jacket'* ***Example:*** *etc because direct commands such as 'stop','go', 'don't walk' are used in everyday life and people are used to obeying these simply expressed orders so the poster readers would remember this advice given more than if it said 'please'* ***(Appreciation)***

TEACHER'S GUIDE TO ASSESSING LEVEL ONE ANSWERS
(Judgement Statements)

90053 (Produce Formal Writing)
No Achievement

Ideas	No ideas with supporting detail/Generalisations/Lists
Style	Inappropriate informal/colloquial expressions/teenage slang, for letter to editor register
Structure	Unstructured/No paragraphing
Conventions	Run-on sentences/Incorrect use of tense/Incorrect subject–verb agreement/not "persuasive"
Other	Shorter than 250 words/No proof-reading

Aspects typical of Achievement with Merit or Achievement with Excellence answers

Ideas	Ideas grounded, informed, convincing original/evidence offered to support points
Style	Style appropriate and formal/proof-read/acceptable newspaper publication standard
Structure	Structured with an introduction and conclusion
Conventions	Fluent, articulate, objective writing

90054, 90055, 90056

No Achievement	Achievement	Achievement with Merit and Achievement with Excellence
Plot summary unrelated to the question No reference to text specifics Generalised, simplistic comments indicating a limited understanding Shorter than 200 words	Reference to specifics to support understanding Answers question but lacks convincing understanding needed for 'Merit Question parts addressed unevenly	Perceptive understanding shown (and sustained throughout answer for Excellence) Reference to clear appropriate details integrated into answer Appreciation of significance/importance of aspects described to the text as a whole Both parts of the question addressed 'convincingly' ('Merit') or 'perceptively ('Excellence') Planned and developed answer (which develops a convincing case or argument at Excellence)