

**BBA PRACTICE EXAMINATION
2009**

ENGLISH
Level One

TEACHER SUGGESTED ANSWERS

90057

Read and show understanding of unfamiliar texts.

Credits: Three

Mark guide for 90053,90054,90055,90056. See page 6.

READING WRITTEN LANGUAGE

Text A: 'The Big Green Armchair', Prose from Year 11 pupil

Suggested Answers:

Question	Achievement Describe	Merit Explain	Excellence Appreciate
<p>1. (a) Describe in your own words the mood that the writer tries to create in paragraph one. (i) The mood is:</p> <p>(b) Look at your answer to (a) above. Identify ONE verbal language feature in paragraph one, which the writer uses to help create this mood. Provide an example from paragraph one. (i) Verbal language feature: (ii) Example: (iii) Explain how this verbal language feature helps create the mood in paragraph one:</p> <p>(c) Explain how the writer helps us learn about the character, in paragraphs one and two.</p>	<p>Identifies the mood (a): depressed, sad etc, AND gives a verbal language feature (b), with example.</p>	<p>As for Achieved PLUS explains [(b, iii)] and explains how the writer describes the old lady (c) with at least ONE technique from the variety offered.</p>	<p>As for Merit PLUS appreciates how the writer uses the overall mood created in paragraph one to help us learn about the character of the old lady, in paragraph two.</p>
	<p><u>Adjectives/modifiers</u> (negative connotations) 'draughty'/'last'/'bitter'/'grim'/'wintry'</p>	<p><u>Verbs</u> We learn the old lady is very old-'struggles'/'lowers herself'/'staring'/'she closes her eyes'.</p>	<p>Eg 'The physical setting outside is depressing and this is reinforced by the way repetition is used to show all the old lady's senses are fed-back negatives from the dark wintry scene. She feels 'draughty'; she sees 'no flowering plants'; she hears 'no cicadas or kookaburras singing or dancing'. The writer uses the adjective 'warm' to describe her tea which usually perks old people up but the adjective 'bitter' is also used. She is depressed and the mood is depressing'</p>
	<p><u>Negatives</u> 'no flowering plants... no colours... no buzzing cicadas'</p>	<p><u>Metaphors</u> The past 'floods', showing her mind is active enough to recall many details.</p>	
	<p><u>Onomatopoeia</u> No 'buzzing'/'kookaburra'/'hush'</p>	<p><u>Personification</u> Memories 'comfort' her- she has many memories from a long life, which 'keep her sane'.</p>	
	<p><u>Short simple sentences</u> (declarative) with no variety, simply stating colourless facts. ('She stands... She takes...')</p>	<p><u>Contrast</u> The armchair is 'green' compared to 'no flowering plants', helping us learn her life has lost colour, and she enjoys reminiscing and dreaming of happier days ('before it all changed').</p>	
	<p><u>Assonance</u> 'bitter liquid'/'grim winter'/'slate-grey' linking sound and sense (and pejorative ideas)</p>	<p><u>Alliteration</u> 'familiar faces of family and friends' link her thoughts together so we learn she misses them.</p>	
	<p><u>Alliteration</u> 'slate-grey skies'/'bare, brown' (as above)</p>	<p><u>Third person narration</u> The use of the personal pronoun 'she' helps us 'see' what she does.</p>	
	<p><u>Repetition</u> 'no... no...no' gives a negative tone</p>	<p><u>Vocabulary</u> 'kookaburras' and 'cicadas' suggest she has youthful memories of the Australian countryside.</p>	
<p>2. (a) Identify ONE of the reader's senses appealed to in paragraph three. (i) ONE sense appealed to is the reader's sense of:</p> <p>(b) Identify ONE verbal language feature in paragraph three which the writer uses to appeal to the sense you identified in (i) above. Provide an example from paragraph three. (i) Verbal language feature: (ii) Example:</p>	<p>Identifies one example from:</p> <ul style="list-style-type: none"> sight sound smell <p>AND gives a verbal language feature (b), with example.</p>	<p>As for Achieved PLUS explains how the verbal feature appeals to one of the reader's senses.</p>	<p>As for Merit PLUS appreciates how the writer uses sensory references to effectively contrast present/past, summer/winter, greyness with colour/many sounds with one/, between paragraphs three and five.</p>
	<p><u>Adjectives/Modifiers</u> 'bright'/'lively'/'vivid'/'red'/'ruby'/'green'/'purple'/'huge'</p>	<p><u>Adjectives/Modifiers</u> help us visualize the colourful summer scene.</p>	<p>Eg 'Even though the writer starts paragraph three in the past ('was'), she also uses many active verbs in the <i>dramatic present</i> tense in paragraph three to appeal to our senses like 'sizzling' (smell and almost taste), 'chirping' (sound). The final</p>
	<p><u>Alliteration</u> 'ruby red'/'green gardens'/'lizards lay'/'crickets created a chorus'/'smell. sizzling'</p>	<p><u>Alliteration</u> heightens memorability and impact as they link sense with sound.</p>	
	<p><u>Onomatopoeia</u> 'chirping'/'sizzling'</p>	<p><u>Onomatopoeia</u> helps us 'hear' the sounds of summer.</p>	

Continued on pg 3

Continued on pg 3

Continued on pg 3

Continued on pg 3

READING WRITTEN LANGUAGE

Question	Achievement Describe	Merit Explain	Excellence Appreciate
Continued from pg 2 (iii) Explain how this verbal language feature appeals to ONE of the reader's senses: (c) Consider the writer's descriptions and ideas in the story as a whole. Explain how paragraph three is an effective contrast with the last paragraph (five). Provide examples from the text.	Continued from pg 2 <u>Conjunctions</u> 'and' (4 x) <u>Verbs</u> 'surrounded'/'burst'/'blanketed'/'created'/'lingered' ['basking'/'chirping'/'sizzling' = present participles] <u>Personification</u> 'colours surrounded her'/'summer was bright and lively' <u>Metaphor/Figurative lang</u> 'burst'/'blanketed'/'chorus'/'lively'/'arc hed'	Continued from pg 2 <u>Conjunctions</u> gives the impression there are many colours/sounds/smells. <u>Verbs</u> appeal to our senses in their variety, showing lots of sensory activities. 3 present participles in one sentence show there is lots happening. <u>Personification</u> helps us create a more vivid visual mental picture ('sight'). <u>Metaphor/Figurative language</u> as above ('sound').	Continued from pg 2 paragraph also uses a past tense ('was') to show that she's thinking about the good old days like old people do, but then verbs take us back to the <i>real</i> present in contrast to paragraph three), and she 'drifts back', and sadly 'dies'. Eg 'The writer appeals to our senses by contrasting modifiers such as all the 'vivid' natural colours in paragraph three such as 'red' and 'purple' flowers, but in paragraph five the only colour is the artificial colour of the old lady's 'green' chair. The summer is 'lively' in paragraph three, and this contrasts with her 'lifeless' body in paragraph five'.
3. (a) Describe in your own words the scene the writer is helping us imagine in lines 1-4. (i) The scene is: (b) Identify ONE verbal language feature in lines 1 to 4 which the writer uses to help us imagine this scene . Provide an example from lines 1-4. (i) Verbal language feature: (ii) Example: (iii) Explain how this verbal language feature helps us imagine the scene: (c) Look at your answers to (a) and (b) above. Explain how this idea is developed in lines 5-14 to help us imagine the scene in more detail .	Identifies the scene as a tree (need not include the presumed age/shape of the tree) AND gives a verbal language feature (b), with example. * <u>Adjectives/Modifiers</u> 'old'/'gnarled'/'twisted'/'rich' <u>Metaphor/Figurative lang</u> 'hand'/'reaching'/'rich' <u>Personification</u> 'old woman's hand'/'hand'/'reaching' <u>Verbs in present tense</u> 'is', 'reaching' <u>Declarative sentence</u> 'It is and old woman's hand'	As for Achieved PLUS explains how the verbal language feature helps us imagine the scene of the old tree looking like an old woman's hand. <u>Adjectives/Modifiers</u> We can more easily imagine the ancient tree's knotty and rough branches being like an old lady's hand. <u>Metaphor/Figurative lang</u> The tree's trunk and branches are like a hand grasping up from the fertile soil. <u>Personification</u> The tree's bent 'fingers' are like an old lady's arthritic hand. <u>Verbs in present tense</u> The use of the present tense makes the picture more immediate and current. The tree seems more alive when it is 'reaching'(more than past tense 'reached'). <u>Declarative sentence</u> 'It is and old woman's hand' The reader is persuaded to imagine that the tree 'is' (rather than just 'looks like' etc) an old woman's hand. The use of the 'literal' rather than the 'figurative' is more emphatic.	As for Merit PLUS appreciates how the writer develops the idea of comparing the pohutukawa to an old woman's hand by describing it in <u>more detail and comparing those details to aspects of the tree.</u> Eg 'Michael uses a motif of an old lady's hand in lines 1-14 to help us imagine the scene and compares the red flowers of the pohutukawa to 'blood-red' spots on old people's hands. My grandma has rheumatoid arthritis and her hands look 'tortured' and they also look 'brown and wrinkled' from years in the sun which helps me picture the tree branches'. Eg 2 'The writer develops the idea of the way pohutukawa tree trunks are often very twisty by metaphorically developing an image of a wrist and hand and old, bent fingers. Just like an old lady might wear gloves to 'conceal' her mis-shapen and veiny hands, the poet says the tree 'conceals herself' behind her lovely 'façade' of green leaves'.
*Note: The verbal language feature must be clearly identified eg 'reaching up out of the rich earth= metaphor = X, but ' <u>reaching</u> up out of the <u>rich</u> earth'= metaphor = √ 'reaching up put of the 'rich' earth'= metaphor = √			

READING WRITTEN LANGUAGE

Question	Achievement Describe	Merit Explain	Excellence Appreciate
<p>4. (a) Identify ONE verbal language feature which supports the idea of a 'Queen of our land' (lines 21-22). Provide an example from lines 9-23. (i) Verbal language feature: (ii) Example:</p> <p>(b) Explain how this verbal language feature develops the idea of a 'Queen'.</p> <p>(c) Consider the writer's descriptions and ideas in the poem as a whole. Explain how the last two stanzas (lines 24-29) are an effective way to finish. Provide examples from the text.</p>	Identifies ONE verbal language feature with example.	As for Achieved PLUS explains (b) how the writer describes the verbal language feature develops the idea of a 'Queen'	As for Merit PLUS appreciates how the writer wants us to see New Zealanders as happy 'subjects', enjoying the 'majesty' of old pohutukawas, with children climbing 'her' branches.
	Metaphor 'Jade bejewels her'	The green foliage is compared to green jade of a Queen's jewels	<p>Eg 1 'The last two stanzas are an effective way to finish because the extended metaphor of the pohutukawa being like a queen that the poet has used all through the poem changes from the enjoyment people get from the tree eg the beautiful colours 'jade' leaves and 'red pokers' of the crimson blossoms, to the enjoyment that the tree gets from holiday makers who 'play among her fingers' ('branches').'</p> <p>Eg 2. 'The last stanzas are an effective way to finish because they unify the poem by referring again to the first stanza. We imagine the old tree metaphorically opening her wrinkled old 'hand' to let kids climb her 'fingers', and 'she' likes it as we can tell by the line 'rejoicing in her people's touch'.</p>
	Metaphor 'jewellery', 'pokers burning'	The green leaves and red flowers ('pokers') of the New Zealand 'Christmas tree' are the colours of a Queen's jewels.	
	Personification/metaphor 'crowned'	The yellow bees which are attracted to the flower nectar are 'crowning' the top of the tree just like a Queen's golden crown.	
	Personification/metaphor 'ever-watchful Grandmother'	The old tree is looking down, benevolently, caringly, just like a good Queen should oversee her people.	
	Alliteration 'wind whispers' her name	Linking the sound and the sense highlights the idea that 'she' is alive, like a real Queen.	
	Onomatopoeia 'wind whispers' her name	The sound of the wind is evoked in 'whispers', which supports the idea that 'she' is alive, like a real Queen.	

READING VISUAL LANGUAGE

<p>5. (a) Identify one visual language feature used by the graphic artist that supports the idea of "change". (i) Visual feature: (ii) Example:</p> <p>(b) Explain why this visual language feature supports the idea of "change".</p> <p>(c) Explain how the graphic artist uses visual language features to show that the poster is about change in the "Pacific" region. Provide examples from the text.</p>	Identifies ONE visual language feature* with example, which supports idea of 'change'.	As for Achieved PLUS explains (b) how that visual language feature supports the idea of change .	As for Merit PLUS appreciates how the graphic artist shows that the poster shows that is about change in the Pacific .
	<p>*NB Need not use an exact language feature but must be specific in identifying technique eg 'The lady with the pan looks angry compared to the happy people above' = x, but: 'The pan has movement lines to show the lady is shaking it in anger and her eyebrow slopes down showing she's changed from the contented people in the top half' = ✓</p> <p>Contrast: The dominant features of the upper half shows 'before', contrasting with the lower features, 'after' climate change: eg</p> <ul style="list-style-type: none"> • sun/cloud • sun shining/storm cloud dripping rain • calm/windy • peaceful/violent • on land/under water • live/dead fish, animals • small/big wave/tsunami • trees standing/uprooted or under water • atoll/no atoll <p>Continued on pg 5</p>	<p>Eg 1. 'The artist uses symbols of peacefulness in the top half of the picture such as the turtle lying contented and still on the beach but change is shown in the bottom drawing by the white wake, movement lines, and the exaggerated size of the shark fin.'</p> <p>Continued on pg 5</p>	<p>Eg 'The convex slope of the upper drawing suggests the wide Pacific horizon, with clouds and sun above. The drawings of the variety of animals from cows (NZ) to turtles (Tonga) symbolizes the many countries of the Pacific. Also most</p> <p>Continued on pg 5</p>

READING WRITTEN LANGUAGE

Question	Achievement Describe	Merit Explain	Excellence Appreciate
	<p><i>Continued from pg 4</i></p> <ul style="list-style-type: none"> man happy on surfboard- man scared on outrigger relaxed smiling/scared tourists no insects/swarms of insects animals content/animals desperate fresh water/no fresh water contented families/worried, crying families tourists enjoying activities, accommodation/tourists stranded and worried 	<p><i>Continued from pg 4</i></p> <p>Eg 2. 'Change is shown by the artist drawing water half way up the pig in the bottom half, with the pig-pen submerged, and the hair of the people caught in the tsunami is drawn stretched sideways to show the change in wind strength'</p>	<p><i>Continued from pg 4</i></p> <p>figures are shaded grey to symbolize Pacific Polynesians.'</p> <p>Eg 2 'The grass huts, palm trees, figures in shorts convey the Pacific idea. Fishing is also common in Pacific islands and the fish and conch held by the smiling boys in the top drawing have changed to cross-eyed fish (symbolizing death) and white (dead) coral at the bottom.'</p>
	<p><u>Symbols (many examples) eg</u></p> <ul style="list-style-type: none"> movement lines (many more in lower half) wiggly lines=tap water palms=pacific islands cross=dead eye (fish) raised eyebrows and big eyes=fright upright/drooping leaves bird nesting/bird carrying chick to safety 	<p>Eg 'The artist has used a wiggly line to symbolize water coming from the tap but this changes in the bottom half when no fresh water comes from the tap.'</p>	
	<p><u>Typography</u></p> <ul style="list-style-type: none"> bullet points 1-7 background of headline and body copy is 'cloud'-like font size varies in the headline and is 'tossed about' as if by the storm. 	<p>-Bullet points visually support changes that may occur with global warming</p> <p>-The clouds are present in all sections of the poster, either as clouds or as font screens.</p>	
6. (a) Identify one verbal language feature used to relate to all readers of the poster. (i) Verbal language feature: (ii) Example:	Identifies (a) a verbal language feature with example.	As for Achieved PLUS explains how the verbal language feature is used to relate to all readers of the poster.	As for Merit PLUS appreciates how the graphic artist uses verbal language features to support the drawings.
(b) Explain why this verbal language feature relates to all readers.	<p><u>Slogan (and acronym)</u> 'WWF – for a living planet'</p>	The WWF slogan and acronym is well-known and many readers would recognize them. (Note: the panda symbol is a visual, not a verbal feature).	Eg. 'The use of the plural pronouns 'us' and 'we' is a common verbal language feature in posters because it makes all readers think the ideas are aimed specifically at them. The repetition of the possessive adjective 'our' ('our coastal resources'/ 'our islands') also relates to all readers because the drawings show the wide range of Pacific islands by the use of drawings of trampers, mountains and cows, (New Zealand), a kava bowl and carrying a basket on your head (Polynesia). Also, the language feature of an abstract noun 'bio-diversity' is supported by the drawings of birds, animals, fish and insects.'
(c) Explain how the graphic artist uses verbal language features (apart from your answer to (a) above), to support the drawings on the poster. Provide examples from the text.	<p><u>Alliteration/ sibilance</u> 'Climate change impacts us in the Pacific'</p> <p><u>Repetition</u> 'climate change' (3x)/'our' (9x)/'impacts' (2 x)</p> <p><u>Possessive Adjectives</u> 'our' (NB 'our' is not a pronoun)</p> <p><u>Pronouns</u> 'we'/'us'</p> <p><u>Listing</u> 'Our fresh water/Our Agriculture/Our Forests' etc</p> <p><u>Balanced sentences/contrast</u> 'Our islands may be... but every year'/'If urgent steps are not taken... we may lose'</p> <p><u>Question/Interrogative</u> 'Why should we be concerned?' (NB not a rhetorical question)</p> <p><u>Antonyms</u> 'increase'/'decrease'</p>	<p>Linking sound and sense aids memorability.</p> <p>Repeating the words 'climate change' and 'our' reinforces the relevance of the problem to all readers</p> <p>Use of 'our' encourages all readers to engage with the ideas.</p> <p>Personal plural pronouns are designed to relate to and involve all readers.</p> <p>Listing activities affected by climate change relates to readers who may be interested in that area.</p> <p>This verbal technique links directly to the visuals as each sentence implies the 'before' and 'after' of climate change effects as pictured in the drawings above.</p> <p>The question prompts all readers to answer it, and also links to the drawings which illustrate 'why we should be concerned'.</p> <p>The contrast links with the opposites in the drawings.</p>	

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