

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.

Merit

TOTAL

5

ASSESSOR'S USE ONLY

Question number:

2

Visual or oral text
type(s): Film

Tick (✓) your selection.

 Television programme Radio programmeTitle(s): Saving ~~Private~~ Ryan

Director(s)/creator(s):

Steven Spielberg

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.

Question: Describe at least ONE method the director used to ENGAGE THE AUDIENCE ^{with the texts} _{supporting}. from using visual or oral features.

Intro-

- Captain Miller and squadren, D-Day
- American attack on Omaha beach against Germans
- The non-glamorisation of war. (Question/method).

Key points.

- non glamorisation
- fear used to engage the audience.
- visual effective techniques used.

Discussion -

Steven's research on this war

Conclusion

- Summary of key points and discussion.

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 "Saving Private Ryan" directed by Steven Spielberg. Steven used a variety of methods ~~to do~~ to ENGAGE THE AUDIENCE. I will be describing the techniques/methods he used supporting my answers with visual or oral features during the opening scene.

In the opening scene, American army navy boats approach Omaha beach where American soldiers plan on conquering it from the German soldiers who currently occupy it. Steven Spielberg had a shot of where Captain Miller and his men were approaching the beach and his men cross their hearts and kiss crosses in fear of what's upon them giving them hope. ~~This engages the audience~~ Bullets start to hit the ~~boat~~ as they are docking on the beach and ~~more~~ mortars are raining down ~~on~~ across the fleet of American boats. This engages the audience because ~~the~~ American boats are blown up by mortars and Americans are getting ready for war leaving the audience with suspense as they watch.

A big part of this scene is where when the American's dock they're shot down with blood everywhere and men on fire screaming. The German's have higher

ground and protected inside ~~and~~ bunkers and behind sand bags. The Americans however are vulnerable and have to run a few hundred metres to cover exposing themselves along the way. Mortars are still raining upon the Americans and blowing limbs off the soldiers. Steven used ~~these~~ the technique of the non glamorisation of war. This ^{method} engages the audience heavily as they watch many brave men die fighting ~~and wounding~~ and they are vulnerable showing that the men who ~~fight for~~ died for freedom were truly brave ~~men~~. However Spielberg showed that ~~the~~ the reality of war has blood shed.

When American soldiers have pushed their way up the beach Miller goes into a stage of "Shell Shock" where he shows fear and breaks down for a few moments as he watches many ~~of his friends~~ ^{American soldiers} die in battle. During this shot the camera blurs and the sound dims to ~~the~~ the sound of death and gunfire. There is a close up on Miller's face showing how distraught and fearful he was of what has happened. This method works well to ~~engage~~ engage the audience ~~and~~ because Miller is a "captain" and this shows that even the men leading you into battle are in fear of the reality of war. This is also leading the audience into a moment of suspense to see if Miller will snap out of this trance of fear.

Steven Spielberg had much research done when creating the film. He had interviewed ~~veterans~~ of Veterans of the war, newspaper articles, documentaries all to find out how war shouldn't be glamorised and how the reality of war is gruesome and death filled. Spielberg executed his research well as he has ~~left the Audience engaged~~ engaged the audience ~~well~~ throughout the film and created a ~~big~~ great opening scene to help him prove his point about the reality of war. The veteran's ^{Steven} interviewed about ~~was~~ the D-Day attack and the war all ^{said they} ~~had~~ not spoke about the war because it's something they'd like to forget. This shows that war isn't a fun thing and I think interviewing the veteran's of war really helped Spielberg execute his point and create a more engaging environment.

In conclusion Steven Spielberg has done a good job in ~~engaging~~ engaging the audience & using methods of fear, non glamorisation of war and ~~the~~ visual techniques to really engage all types of audiences. Spielberg showed the reality of war and how frightening it can be to the audience and to how ~~set~~ American soldiers must have felt on ~~that~~ D-day.

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Merit

TOTAL

6

ASSESSOR'S USE ONLY

Question number:

4

Visual or oral text
type(s): Film

Tick (✓) your selection.

 Television programme Radio programmeTitle(s): *Freedom Writers*

Director(s)/creator(s):

Richard La Gravenese

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 One character
- Ben

- Start

- Scared

- lonely

- Only white kid

- Line game
- realisation

- End

- proud

- happy

- friends

Explain how he helped me
understand important message
- Prejudice

- Situation some face

- Can relate to being teenager

- Prejudges classmates → Scared
etc.

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:

The film the Freedom Writers by Richard La Gravenese is a film about class 203 of Woodrow Wilson High School, Long Beach, CA. Class 203 is a mixed race "dumb class" with African Americans, Asians, Latinos and a few white teenagers, as their teacher Mrs ~~Gravel~~ ~~Gravel~~ G. tries to change their lives. One character is Ben, a scared, lonely boy and one of the only white boys in the class. Throughout the movie he prejudices his classmates, and because of this fears for his life. As the movie progresses he begins to learn of some of the hardships faced by his fellow classmates, including family abuse, violence and war. He begins to realise that he shouldn't be prejudiced towards them and this realisation changes his life. His part ⁱⁿ the film helps us understand an important message: That prejudice is un-needed and can affect your life. Richard La Gravenese uses close up camera shots, dialogue and Ben's body language to show how prejudice has affected him and how his outlook on his situation is changing.

Richard La Gravenese uses close ups of Ben to show his emotions and how they are affecting him. At the beginning of the film, close ups of Ben's face plainly show us how frightened and lonely he is. Being one of the only white kids in class 203, he feels outnumbered and in danger. The frightening situation is only made worse by his lack of understanding of his classmates and their treatment of him. Being complete stranger

to him compounds his fear and worsens the situation. One particular scene shows his complete fear of his classmates and his desire to leave. During this scene Eva, a Latino girl remarks "I hate white people on sight." The close up of Ben's face reveals his horror at being in the class and his desire to leave. This shows how by a lack of understanding of his classmates, he prejudices them and thus fears for his life. This helps us understand that prejudice can affect your life severely. But during the movie Ben spends more time in the class, and from the help of the teacher, begins to understand his classmates. In one scene the teacher asks "Who has lost a friend to gang violence?" Ben is shocked when he is the only member of the class who hasn't. The close up shows how humbled and shocked he is, and represent a major milestone in understanding his classmates. By the end of the film the close ups show his total transformation, he is smiling and laughing with the class, totally at ease. He has cast off the shackles of prejudice and now lives a better life. The close ups of Ben show how prejudice is unneeded and can affect our lives.

Body language is another technique used by the director to show how prejudice can affect us. To begin with Ben is a shrunken boy, with his head down, who is trying to make himself as small as possible. This shows that his prejudging of his classmates is causing him to feel physically threatened, and is therefore affecting his life. This physical representation of the affects really helps us understand

how severely prejudice can affect you, not only mentally but physically as well. In contrast at the end of the movie Ben has understood his class mates and is now relaxed lounging out on his chair and with his head held high. Having stopped prejudging, Ben has drastically improved his life and now does not have to fear for his life.

Dialogue is the final technique used to show Bens changing attitude. He remarks at the beginning of the film "I want to get out of here" which shows his desire to leave. Another phrase "I can't go back there" shows how unsafe he truly feels. That Prejudice can him fear for his life is a severe consequence and adversely affects him. The end of the film is a totally different matter however as he states "I'm proud, I thought I wasn't brave, but I must have some kind of Bravery 'cause I stayed". This shows his change in attitude and shows how by leaving the prejudice behind, he has managed to change his life. This change in dialogue shows how Ben was influenced by prejudice and how prejudice is un-needed and can affect your life.

The Freedom Writers by Richard La Gravenese is a story of gangs, violence and prejudice. By using close ups, body language and dialogue, La Gravenese shows how Ben initially a scared, lonely, white boy, could change into a confident and friendly person by understanding his classmates and stopping the prejudice. Ben helps us understand how prejudice can affect you by showing the fear and

Extra space if required.

Write the question number(s) if applicable.

QUESTION
NUMBER

Kontzyne loneliness that engulfed him. He represents the consequences of prejudging someone and how by understanding, your life can improve dramatically. He helps us understand one of the most important ideas in modern society. That prejudice is unneeded and can affect your life.

M5	The candidate answers both parts of the question convincingly, but the response is not even throughout, so can not warrant an M6. Convincing discussion of techniques and how they work together to create effects, and the candidate begins to relate them to the director's purpose.
M6	The candidate answers both parts of the question and unpacks the director's use of techniques convincingly. The second part of the question dealing with an important message is convincing enough, but a little under done, so cannot progress to an E7. More convincing than perceptive.