Write your Student Personal Identification Number (SPIN) on the top right hand corner of this booklet and on the last page.

Write your answers in the spaces provided in this Booklet. If you require more space for answers, ask the Supervisor for extra paper. Write your SPIN on all extra sheets used and clearly number the questions. Insert the extra sheets at the appropriate places in this booklet.

Candidates must answer:

Section A: ALL OF QUESTION ONE
Including both Passage A and Passage B

Section B: TWO QUESTIONS from Questions 6 to 12

TOTAL

Check that this Booklet contains pages 2 - 15 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

TOTAL MARKS
SECTION A: EXPLORING LANGUAGE: CLOSE READING OF TEXT  (20 marks)
Spend about 60 minutes on this question.

QUESTION ONE: COMPULSORY QUESTION

Read Passage A and Passage B carefully, and answer ALL the questions following EACH passage.

Passage A: Prose

SEARCHING FOR ALICE

Like the average New Zealander, for me Alice Walker equates with the book (and then Spielberg’s movie) The Colour Purple. Unlike the average Kiwi, I have also been following her writings since the 1983 publication of In Search of My Mother’s Garden, a black feminist manifesto on revolutionary writing in which she articulates her mandate to recuperate black literary history by resurrecting its women writers.

Across time, space and culture, we were engaged in parallel work. I then proceeded to read much of Alice’s poetry. One poem in particular so gripped me that its lines haunted me through my PhD years, constantly calling me to be stronger and more confident than I actually felt as the only Pacific Islander embarking on a PhD in the English department at Auckland University. The first stanza of the poem, ‘Nobody’s Darling’, reads:

*Take the contradictions of your life*
*And wrap around you as a shawl*
*To parry the stones*
*To keep you warm*

Its exhortatory wisdom sunk into my bones, reshuffling them into a more daring position. I claimed it as my own and this stanza provides the first lines for my poem ‘Outcast’, which is dedicated to Alice Walker. ‘Outcast’ outlines the various forms of rebellion against what I’ve termed as the ‘darling-hood’ syndrome in the workplace and home. Historically, women have been raised to be darlings. This is especially the case for Samoan women, especially Samoan women doing things for which there are few, let alone female, Pacific trailblazers.

I came across a few intimidating public interviews on YouTube where questions from both the interviewer and the audience were met with what I could only describe as petulant one word answers. Alice does not have a warm, fuzzy persona. The very thing that initially lured me to Alice, is the same thing I was in dire need of, turned out to be the same thing that had me freaking out: Alice Walker is not a darling. She does not need to be liked, adored, or worshipped. She does not even need to be tolerated. Alice Walker doesn’t care.

Of course I don’t mean that she doesn’t care about people. She doesn’t care about their opinions. Particularly, those who disenfranchise, dispossess and disown those in need. That’s how Alice is able to sing her song, to borrow from Maya Angelou;:
1. Explain the meaning of, “Its exhortatory wisdom sunk into my bones, reshuffling them into a more daring position” (line 16-17) and how it links to the “...parallel work...” of the two women referred to in line 6.

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(4 marks)

2. Explain the effect of at least three figurative expressions in clearly revealing the subject of the passage. (Do not use the expression in question one, and do not use the figurative language in the poems quoted in the passage).

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(4 marks)
Passage B: Poetry

Tell me why as a woman
I have to sit down, crawl on my knees
When you are around my territory?

Tell me why as a woman
I have limited chances of getting education
When we are in the same territory?

Tell me why as a woman
I have a lower status
When we are in the same territory?

Tell me why as a woman
I have all this burden
When God, the Constitution and the
United Nations all tell me
You and I are equal in all respects.

(Adopted from Grassroots Women’s NGOs of the Pacific 1995:60, Anonymous)

3. Identify a dominant language feature which recurs throughout the poem, and explain how it effectively reinforces the tone of the poem.
4. From stanza four, explain the purpose for the poet naming three different entities and how this is effective in highlighting the main idea of the poem.

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(4 marks)

5. Compare the techniques both writers use to strongly reveal their subject.

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(4 marks)
SECTION B: RESPONSE TO TEXTS

Spend about 120 minutes on this section. Choose TWO questions from this section. Answer only ONE option from each of the questions you have selected.
Each question is worth 20 marks.
For each question answered, indicate clearly the number of the question and the letter of the option you have selected.
Do not use material you have used or plan to use elsewhere in the paper.

QUESTION 6: Shakespeare
Either A
Analyse how the theme(s) developed in a Shakespearean play you have studied are relevant to modern life.

OR B
How important was the setting in developing a major theme in a Shakespearean play you have studied?

QUESTION 7: Non-Shakespearean Drama
Either A
How was conflict used to develop a main idea in a non-Shakespearean drama you have studied?

OR B
Analyze the significance of ONE OR MORE symbols/objects in a non-Shakespearean play you have studied.

QUESTION 8: Poetry
Either A
Discuss the use of figurative devices in TWO OR MORE poems you have studied.

OR B
“A good poem can change the way we view ourselves and others.”
Discuss this statement in relation TWO OR MORE poems you have studied.
QUESTION 9: Novel

Either A
Discuss the importance of symbolism and conflict in a novel you studied.

OR B
“The setting often dictates the actions of the characters.”

Discuss the statement above with relevance to TWO characters in a novel you studied.

QUESTION 10: Short Story

Either A
Discuss how TWO techniques effectively revealed an important theme in TWO OR MORE short stories you studied.

OR B
Discuss how two short stories you studied helped you to understand the world around you.

QUESTION 11: Non-Fiction

Either A
Discuss the techniques used to influence readers’ opinions about ONE OR MORE important ideas in a non-fiction book you have studied.

OR B
Discuss how the ending of a non-fiction text effectively captured the main idea of the story.

QUESTION 12: Film.

Either A
Discuss how TWO OR MORE of the following helped the director develop an important theme:

Camera angles   Music   Costumes   Special Effects

OR B
Using the film you studied this year, describe how characterization convinced you about a common truth.
QUESTION ___________ OPTION ___________
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ENGLISH
2013

Number of Extra sheets used
Write NIL if there are none

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