Exemplar for Internal Achievement Standard

English Level 1

This exemplar supports assessment against:

Achievement Standard 91924

Demonstrate understanding of how context shapes verbal language use

An annotated exemplar is a sample of student evidence, with a commentary, to explain key aspects of the standard. It assists teachers to make assessment judgements at the grade.

New Zealand Qualifications Authority

To support internal assessment

Grade: Achieved

For Achieved, the student needs to demonstrate understanding of how context shapes verbal language.

This involves:
- describing the context
- describing characteristics of verbal language used in the context
- describing how the characteristics of verbal language are typical of the context
- supporting descriptions with specific examples.

This student has described the context as "*the early period of the First World War*". Further description of context indicates the text type as a poem, with the purpose of persuading men to fight in World War One.

Four verbal language features typical of persuasive poems and early WW1 poetry are accurately identified and described. The student selects two examples to support the description of each language feature, and describes generally how they are typical of the context of World War One propaganda poetry.

Each example is followed by a description of the characteristics of the language feature. For example, "'*Who'll grip and tackle the job unafraid?*' *This encourages the reader to think about how they could look tough for going to war and being a hero for their country, and helps us understand the context of the early period of the First World War because they are making war sound a lot better than it actually is.*" The description of the function (to persuade listeners) and effect (demonstrating bravery) of the euphemism is explicitly linked to context.

For Merit, the student could give more detail of the context, and more specific explanation of verbal language usage that is common in that context. This would support an explanation of how the context influences the language.

In the poem 'who's for the game?' There are many language features used to persuade people to go and fight in the war. Some of these language features are euphemism which is used to make bad things sound better than they really are, repetition which is when you repeat a word or phrase to show that it is important in the text and rhetorical questions which are there to make people think about an idea.

One of the main features of the language propaganda used here is euphemism. An example of this is 'Who'll grip and tackle the job unafraid?' This encourages the reader to think about how they could look tough for going to war and being a hero for their country and helps us understand the context of the early period of the First World War because they are making war sound a lot better than it actually is. Techniques like this are typical of early First World War poetry because they are trying to encourage people to go to war because they need as many people to go as possible so they are trying to make it sound way better than it really is because they knew it was going to be horrible. Another quotation that builds on this idea is 'Who's for the game, the biggest that's played'. This line is used to make the reader think that it is just going to be a fun game even though it was actually going to be a horrible big war where they could easily get killed. From this we can see that euphemism is very important in this poem because they are making war sound way better than it actually is because if they knew what it was actually going to be like no one would want to go because they would know that there is a big chance that they would die.

Another language feature used here is repetition. Repetition is Repeating a word or phrase to show that it is an important part. An example of this is 'Your country is up to her neck in a fight' The words 'your country' are used a lot in the poem. This encourages the reader to feel like they have to go and fight because they need to protect it and the people who live there including their own families and themselves. The word 'her' is also used a lot in the poem. It is used to make the reader think about how the women can't go to war and fight so they have to. 'Her' is also used to make the reader think about how they have to protect the women because they can't do anything to stop it and only the men can. Another reason it is used is because the men can impress the women by going and if they stay behind they will be thought of as soft because they aren't going. From this we can see that repetition is a key part in this poem because they said the main words multiple times to make the reader mainly think about them and make them want to go to war.

Another language feature in this poem is rhetorical questions. Rhetorical questions are questions in a text that aren't there to be answered but they are there to make the reader think about what is being said in the text. An example of rhetorical questions in this text is when it says 'Who'll give his country a hand?' This encourages the reader to think about how he could help his country out by fighting in the war. This is important because they will be known as a hero when they come back because they protected their country and their families. Another quotation that backs up this idea is 'Who would much rather come back with a crutch Than lie low and be out of the fun?' This makes the reader think about how if they go to war they might get injured but at least people will praise them for being a hero and fighting for their country, whereas if they don't go they won't be injured but people won't

respect them because they didn't go away and fight. From this we can see that rhetorical questions are a big part of this poem because the writer is trying to encourage people to go to war by making them think about how great they will be if they go.

Metaphors are also used in this poem. Metaphors are when you say something is another. An example of a metaphor in the text is where it says 'Who wants a turn to himself in the show? And who wants a seat in the stand?' The writer is saying that if you go to war it is like you are playing a big game that everyone who doesn't go to war will be watching and if you go it is like you are the equivalent to a professional sports player that everyone looks up to. Another example of metaphors in the text is 'Who knows it won't be a picnic' this is making the reader think about how it could actually be really easy and not to overthink it. If they think the war is going to be really hard then the people who are unsure about going definitely won't go but because they said it could be easy it makes them not as nervous about it but they still didn't promise it would be easy. This tells us that metaphors are important in this poem because they are using them to make war sound really easy when it actually isn't.

In conclusion there are many language features used in this poem mainly used to make war sound better than it really is. They use euphemism to make war sound a lot better than it really is, repetition to make the reader think about the main words used in the poem, rhetorical questions to make the reader think about what the writer is saying and metaphors to make war sound fun and easy. From these language features we can see that they are trying to do anything they can to get more people to go to war mainly by using euphemism to make it sound better than it is.

Grade: Merit

For Merit, the student needs to explain how context shapes verbal language use.

This involves explaining the connections between specific examples of verbal language use and how the language is influenced by the context.

This student has clearly described the context of mental health, and has selected a podcast that is aimed mainly at a teenage audience. Accurate and specific details about audience, purpose, and text type are provided. The topic of 'self-talk' is explained using six verbal language features common to social issue podcasts.

A specific and detailed explanation of the characteristics of each language feature is provided. The explanations explore the function of the language feature, e.g. *"… because the speaker… wants the listener to focus on the problem the rhetorical question raises"*. The explanation is further developed by considering the effect, *"the use of this question forces the listener to become aware of how you cope with negative self-talk, helping us to realize the things we do wrong, so we can try to improve our self-talk."* The examples are further elaborated by considering how the two characteristics are typically combined within the context "…*help us feel a connection to the podcast.*"

The student explains how each example of verbal language use is typical of social issue podcasts. This is linked to an explanation of the connection between the context influencing the language. For example, pejoratives, *"are used to make us aware of how serious and harmful this issue is"* which *"raises awareness about the subject…"* Each of the techniques (emotive vocabulary and pejoratives) are then identified as "*very typical for podcasts, especially mental health podcasts.*"

For Excellence, the student could draw conclusions about the interplay between the context and verbal language use. This could include explaining how the context of a mental health podcast with a defined teen audience requires careful use of specific types of language features to both engage and reassure the listeners in an age-appropriate way.

Introduction:
Let's talk about mental health episode 9: Let's talk about… self-talk Podcast episode (Spotify link)
The audience of this podcast includes people with mental health problems. As suggested at the beginning of the podcast, the podcast is for all ages, but mainly focused on teenagers. As a large number of teenagers (approx. 1 in 5) suffer from mental health issues, this information is entirely appropriate. The main purpose of this podcast is to provide information on self-talk. The podcast provides information, facts, and solutions to problems we may face with self-talk. The context of this podcast is set with our host, (Jeremy Godwin) and his talk about ways to improve self-talk and turn negative into positive. Many people have negative thoughts / tell themselves things like "I can't do this". The podcast speaker introduces ways he has dealt with these problems and also introduces ways other people may deal with the problems too. This social issue can also stop us from making risky decisions, as we think that we cannot do things that we may be able to do.

Body Paragraph 1:
One of the significant verbal language features in this podcast is rhetorical questions. Rhetorical questions are very typical for podcasts of all genres. Rhetorical questions are used during this podcast because the speaker (or producer) wants the listener to focus on the problem the rhetorical question raises. "So, how do you work through your self-talk and how does it impact your self-interests?" - the use of this question forces the listener to become aware of how you cope with negative self-talk, helping us to realize the things we do wrong, so we can try to improve our self-talk. They also help us feel a connection to the podcast. Personal pronouns are another technique used to help us feel a connection to this podcast, words like "you", "we", and "our" have been used to make us part of the podcast. Both of these language features are incredibly common/typical in podcasts. They are arguably the most effective language features because they make us feel included, part of the talk, podcast, or conversation. These language features also reinforce the main purpose of the podcast by engaging us and thinking about ways we can improve our self-talk, which is what he wants us to do.

Body Paragraph 2:
During this podcast, The speaker uses Comparative language to compare (and in some cases contrast) these issues with real-life problems he has faced. (a very typical language feature for podcasts). He compares his stories to the issues he discusses during the podcast. These comparisons connect us with his story, and how he has handled his self-talk. "In my first two years of my depression, over that period when things were at their absolute worst, the voice in my head had an absolute feel today. Anything that I didn't like about myself was amplified." - in this example, he connects us with his life and how it compares to the podcast title or scene. This quote also connects us with our next language feature, Providing personal anecdotes. Providing personal anecdotes includes the speaker telling us stories, or issues he has faced throughout his time of depression, he tells us about the type of self-talk that he faced and how he dealt with it. It is a reference to his real-life situations and complications/issues, providing us with his experiences throughout his hard time with depression.

<u>Body paragraph 3:</u>
The speaker uses Emotive vocabulary repetitively throughout the podcast. Partially because the issue is quite an emotional subject, especially for someone like the speaker who has suffered from depression, an emotional disorder." Worthless"," lazy", "unworthy", "sad", and "angry" are some examples of emotive vocabulary used during this podcast. The speaker is focusing on self-talk, so it is only necessary that the speaker uses appropriate language - things that he has said to himself and things he thinks we might have said to ourselves too. Other language features, like pejoratives, are also used heavily during this podcast. Using harsh, strong words are used to make us aware of how serious and harmful this issue is. These words include harmful, insecure, and many other examples. The reason I chose those two words is because these words made me feel that this podcast is truly serious, it raises awareness about the subject the speaker is talking about. Both of these language features use somewhat emotional words, phrases, or sentences. Making us realize how serious this issue is and connecting us with the podcast emotionally is what these language features do. These two examples are very typical for podcasts, especially mental health podcasts.

<u>Conclusion</u>
This podcast uses very appropriate and necessary language features inside the context/ theme of this podcast. the purpose of this text has greatly met/exceeded my expectations, and the language feature used during this podcast was overall very typical for podcasts, and even more typical in mental health podcasts. Overall, language features were used effectively and repetitively throughout the social issue podcast and have greatly achieved the podcast's purpose, theme, and context.