

91472



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## Level 3 English, 2016

### 91472 Respond critically to specified aspect(s) of studied written text(s), supported by evidence

2.00 p.m. Tuesday 22 November 2016  
Credits: Four

Achievement	Achievement with Merit	Achievement with Excellence
Respond critically to specified aspect(s) of studied written text(s), supported by evidence.	Respond critically and convincingly to specified aspect(s) of studied written text(s), supported by evidence.	Respond critically and perceptively to specified aspect(s) of studied written text(s), supported by evidence.

Check that the National Student Number (NSN) on your admission slip is the same as the number at the top of this page.

**Write ONE essay 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.**

**Excellence**

**TOTAL**

**E8**

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You should aim to write a concise essay of no more than 1000 words. Quality of writing is more important than the length of your answer.

In your essay, discuss the extent to which you agree or disagree with the statement, and justify your answer. You should support your answer with relevant evidence and ideas, and you should write in a clear, logical and well-structured manner.

Begin your written text(s) essay here:

Statement number: 9

Tennessee Williams' A Streetcar Named Desire does little to deliver a positive or uplifting message for the reader; but instead delivers a truly powerful narrative through a critique of unfounded optimism and instead an argument for a more ~~philosophical~~ realist confrontation of the problems of the world. A Streetcar Named Desire is satisfying to the reader through the way it seeks to confront and examine the contemporary issues of its time by criticising the delusionism and confirmation biases ~~that he perceives~~ ~~to be an issue~~ that he seeks to critique within the piece.

The play heavily seeks to examine traditional class values and national identity through the creation of a juxtaposition between the two main characters Blanche and Stanley. Blanche, a character raised in a way that ~~is~~ is associated with the class system, in a large manner regularly

referred to throughout the text, is forced to move to New Orleans. New Orleans within the text is an important catalyst for the story, as it acts as the physical manifestation of the juxtaposition between traditional and contemporary values. Stanley, the character that is most in conflict with Blanche is instead representative of a more modern America. A second-generation Polish immigrant, Stanley had lived in New Orleans his entire life. The city or setting of the play is well described as 'a melting pot' of cultures and ideals in the play, and its physical location at the mouth of the Mississippi river which was seen at the time period as the boundary between the 'old and new' America is an important physical symbol for the conflict wider societal conflict that occurs specifically between Blanche and Stanley. Blanche and Stanley are regularly in conflict throughout the narrative, with Blanche criticizing Stanley's "lack of civility" and referring to him through ethnic slurs as a "Polak." In response, Stanley asserts himself as an American stating "I am not a Polak. People from Poland are Polaks. What I am is a one hundred percent born and raised American."

and thus under Soc 107.

In examining this conflict, Williams seeks to argue that class and many aspects of national identity to be delusions invented by Blanche. For example, Blanche's criticisms of Stanley as "lazy" are regularly contradicted by examples within the narrative where Stanley is shown to be a very hard worker. By criticising class as a comforting illusion for Blanche, Williams attempts to truly examine the changing nature of contemporary American society in a way that he perceives realistic, though not optimistic, ~~or~~ when compared to the popular narratives of the time which sought to vilify "outsiders" for the viewer. By confronting issues such as class Williams is ~~more~~ able to make his work more powerful, and thus more satisfying for the audience.

due to its powerful subversion of traditional ideals of what an American should be within the texts context.

Furthermore, Williams ~~seeks to~~ examines gender and sexuality that further seeks to critique the optimistic delusions that are prevalent throughout society, especially during the time period. ~~Blanche~~ Stanley and Stella are shown to have a highly sexual relationship. Williams regularly uses descriptions

~~that create~~ descriptive imagery by describing them as "animals" and relying on emotive diction by using words such as "passionate" by constructing their relationship in such a manner, Williams creates a contrast to Blanche's view of ~~sexuality~~ attitude to sexuality within the play. Blanche is ~~regretful~~ throughout the text attempts to hide ~~her~~ parts of her sexuality and sexual desires, ~~all~~ stating she wished to be seen as "prude and a true lady." This is contrasted with aspects of her past which are explored through dialogue in the text whereby she was described to have had a sexual relationship with a student she taught, and her reaction to the discovery of her former husband's sexuality, leading to his suicide. Williams identifies with neither ~~a group within the~~ Blanche, nor Stella and Stanley instead portraying ~~neither group as~~ possessing significant flaws. Williams portrays Stanley's and Stella's relationship as fraught with discomfort and abuse, ~~as~~ primarily due to Stanley's often abusive personality and often lacking elements of substance due to the two characters overreliance on sexuality as a basis of

their relationship. This can be seen after  
 Stanley assaults Stella, they quickly  
 reconcile, though using their sexual  
 relationship as therapy. Furthermore, the  
 Blanche is portrayed as delusional,  
~~about~~ often relying on ideas of romance  
 with characters such as Mitch to  
 fulfill insecurities & insecurities about  
 her <sup>age</sup> aging and lack of relationship.  
 She often regularly accepts this, stating,  
 "I don't want realism - I want  
 magic." By this, Williams criticises both  
~~the~~ ideas about ones sexuality, but in  
 many respects the critique of Blanche's  
 is much more powerful. Characters ~~such as~~  
~~Blanche's~~ ~~were~~ ~~extremely~~ ~~common~~ ~~within~~  
~~the~~ expressing puritan views of sexuality  
 were extremely common within fictional  
 works at the time, and Williams  
 through critiquing Blanche's ideas as  
 delusion, confronts many of the values  
 of the era. His conclusions <sup>are</sup> not  
 uplifting or optimistic for the viewer  
 of the era, or of many today, as  
 he seeks to deliver no solution but  
 through the confrontation of those  
 ideals he expands the ability of his  
 work to deliver an important message.

Extra space if required.

Write the question number(s) if applicable.

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It is through the climax of ~~an~~ A Streetcar  
~~named~~ Desire that William's  
narrative is most revealed. Stanley,  
prior to the final scene is shown to  
~~the~~ rape Blanche. Subsequently, in the  
final scene, Blanche is shown to  
"have gone mad," in the words of the  
constable in the scene. She regularly speaks  
of delusional ideas such as "bathing"  
the ~~prop~~ earlier events off her and  
escaping with a man ~~as~~ shown earlier  
to have been fabricated. By showing  
Blanche lose her sanity, William's  
delivers a truly ~~and~~ ~~a~~ upsetting, though  
powerful message. He ~~critiques~~ Stanley's  
actions are implicitly and explicitly  
critiqued by showing the barbarity  
of his actions and the consequences  
of them; but furthermore by showing  
Blanche's lack of sanity, William's  
demonstrates the fundamental flaw  
in Blanche's character, the ability  
to delude herself. He sees the  
events befalling her as tragic,  
but also tragic in her reaction,  
as there is shown to be  
little hope of her being

Extra space if required.

Write the question number(s) if applicable.

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able to improve her situation. By learning the play in such a negative light, Williams is critiquing a society which seeks to delude itself by not acknowledging the difficult aspects of the world, ~~instead retreats~~ (or perishes) instead retreating into self-created narratives that confirm one's own view. ~~That is~~ A Streetcar Named Desire is not an optimistic or uplifting tale, but by ~~examining optimism~~ ~~or data~~ to be ~~delusionism~~ arguing optimism, such as that found in Blanche, to be ~~data~~ in essence delusionism. Tennessee Williams delivers a powerful message. Whether that message is satisfying is ~~to~~ ~~down~~ to the ~~media~~ be determined by the individual reader, however ~~that is~~ the most satisfying aspects of the storytelling don't seek to comfort the reader, but instead confront, both aspects of the individual and more broadly society, and A Streetcar Named Desire achieves that.



**Excellence exemplar 2016**

<b>Subject:</b>	<b>English</b>	<b>Standard:</b>	<b>91472</b>	<b>Total score:</b>	<b>E8</b>
<b>Q</b>	<b>Grade score</b>	<b>Annotation</b>			
9	E8	<p>“A Streetcar Named Desire”</p> <p>A confident and comprehensive essay, which demonstrates an exploration of the statement in a refreshing and perceptive way. Although it doesn't stick to the statement's key words, this is a sophisticated critical response. The discussion is critical and thorough, discussing the sense of “comfort versus confrontation” and the “uplifting and optimistic” aspects from within the text.</p>			