

Please write question numbers in the following format

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Text A is a biography entitled "Raffles and the British invasion of Java", which was ~~written in~~ published in 2012 and written by a biographer named Tim Hannigan. The ~~biography's~~ audience mainly includes individuals or historians interested in the life of Sir Stamford Raffles and individuals interested in Javanese history as well as British colonization in the Southeast Asia. With regards to the purpose of Text A, it was constructed largely to educate or inform people on Raffles's life, as well as ^{show the} British involvement in Javanese history. Its secondary purpose could also be to provide an entertaining account of certain historical events which may have happened in Java.

With reference to Text B, Text B is an article written and published in a 2009 issue of National Geographic, concerning the geographical history of New York City. Its audience consists of National Geographic readers eager to find out about the history of New York. Similarly to Text A, Text B's purpose is also to inform and provide an account of New York's history. (These 2 texts contain a multitude of similarities and differences in terms of their formal and stylistic features, in line with their respective purposes and audiences, which will be analyzed in this essay.) - this is quite a waste - doesn't add value!

Firstly, with reference to Text A's formal

features, Text A employs a multi-modal format, with both text and visuals. Specifically, Text A includes a map of Java from 1811 - 1816. The purpose of the map is to provide a historical and geographical context to the historical events described in the text, and thus achieve its goal of educating readers with respect to Java's history. Text A also includes a glossary explaining several of the subject-specific cultural terms used in the text, such as "gamelan", "kraton" and "wayang kulit". This provides readers with an insight into Javanese culture and once again achieves its purpose of educating readers. Because readers of the biography are likely to be individuals not yet familiar with Javanese culture, the glossary would aid them in achieving a fundamental understanding of some aspects of Javanese culture.

With regards to the stylistic features of Text A, Text A uses ~~vivi~~ extremely vivid descriptions so as to allow the reader to visualize ~~himself or herself~~ the historical events of the text taking place. For instance, Hannigan describes how the buffalo "thundered forward" and how "blood was dripping down" ~~at~~ the flank of the animal. Because the biography was published in 2012, these specific details are most likely to be imagined, as these events were set in 1813. ~~and However,~~ Hannigan makes use of these details to both enthrall and inform readers about the tiger - and - buffalo fights which would take place in Java. The use of anaphora and polysyndeton in describing



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how the ~~buffalo~~ charged tiger charged "again, and again" heightens the tension of present at the time of the event and also entertains the reader. Hannigan's descriptions of the "black-coated Dutch officials" who clapped "approvingly," as well as the Javanese who smiled broadly, accord the reader a deeper understanding of the human historical figures involved.

Text A also entails the use of ~~met~~ similes in likening the tiger and the buffalo to the Europeans and Javanese respectively. This educates and informs the reader of the historic tensions which existed ~~in~~ amongst the Europeans and the Javanese in the 19th century, and allows readers to understand the Javanese perspective on the British invasion — that the people of Java regarded the Europeans as enemies. The use of specific temporal references, such as the fight having lasted for "an hour", adds an air of verisimilitude to the historical account, making it more realistic and more historically grounded. The use of years — the event was set in 1813 — achieve the same effect and also provide contextualization and for the reader, thus educating said reader.

Subject-specific cultural references to "kratons" and "gamelan" are also employed in Text A. As previously mentioned, the glossary

located ~~behind~~ in the text explains these references. These references also accord ~~a~~ readers a deeper understanding of Javanese culture and offer insight into the intricacies of their culture, both educating and informing readers: ~~about Javanese culture~~.

With regards to ideas and subject matter, Text A entails the idea of something unexpected occurring in the historical narrative of a country. Hannigan describes how the buffalo was "always" meant to win, and how "tiger after tiger" had been defeated by the buffalo in previous fights. He also describes the "muted" atmosphere in the aftermath of the fight, signifying the stunned silence of the Javanese as they witnessed an unexpected turn of events. This allows readers to understand the gravity and significance of the fight described in the text. Text A also focuses on the significance of animals in the historical narrative of a country; the tiger and the buffalo are seen as representing the Europeans and the Javanese, two conflicting historical presences located in the same place at this period in time, and are both very much part of Javanese culture, allowing readers to understand better the role of the British in Javanese history.

~~With reference~~ Similarly, Text B employs a multi-modal format as well. In a manner akin to Text A, Text B includes a map of ~~an 18th~~ Manhattan Island in the 18th century. ~~provi~~ The use of captions below the map

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provide the reader with a historical and geographical context. Text B also includes photographs of Manhattan and New Jersey in 1609 and 2009, allowing readers to visualize the change that has taken place over the years, and achieving the dual aim of educating ^{readers of the history of New York} and entertaining readers, as the use of visuals would make the text somewhat ~~at~~ more aesthetically - appealing to the human eye.

Text B also employs variations in the sizes of the fonts used in the text; for example, the ~~te~~ opening lines of the text are printed in significantly larger and more ^{er} bolded font ^{ST?} as compared to the rest. The purpose of this is perhaps to inform readers ~~of the~~ briefly of the subject matter of the text; by informing readers that this text concerns "New York City", readers immediately gain a deeper ^{real} understanding of the text. This, of course, also serves to attract readers interested in reading about New York and its history.

With regards to stylistic features, what stands out prominently in Text B is the use of direct quotes. Text B repeatedly references the words of Eric Sanderson, who is an ecologist at the Wildlife Conservation Society in the Bronx Zoo. For instance, Text B illustrates

how Sanderson informs the writer of the article, Peter Miller, that "400 years ago" there was a "red maple swamp" in Times Square. Sanderson also narrates how Manhattan was an "extraordinary wilderness." This serves to educate readers with regards to New York's geographical history, and also gives readers insight into Sanderson's own thoughts and perspectives, which could prove useful, seeing as how he is an ecologist and likely to be familiar with New York's environment.

In a manner similar to Text A, Text B also employs the use of specific geographical references. Miller describes Sanderson getting ready to cross "Seventh Avenue" and describes a creek behind the entrance of "Marriott Marquis Hotel" at the corner of "Broadway and West 46th Street". All these references would appeal to New York City buffs who enjoy reading about New York, or indeed, New Yorkers themselves. They also allow readers to visualize the present-day landscape of New York, further educating and informing readers.

~~Text B~~ utilizes vivid descriptions can also be found in Text B; ~~A~~ Sanderson uses hyperbolic language when he describes how Manhattan was once an "extraordinary" wilderness consisting of "towering" trees, and also lists animals which may have been found there. This intrigues readers and also provides insight into the natural history of New York and its geographical landscape.

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Similarly to Text A, Text B also involves the element of the unexpected. Miller describes how the presence of the beaver was "most surprising" and how Sanderson expected to see a "muskrat". B also focuses on the significance of the beaver as representing a "victory" by conservationists, educating readers on the ~~historical~~ ecological history of New York and allowing the readers to appreciate how the landscape in New York has changed.

The tone and language used in Text B, however, are more casual than that of Text A. Miller uses slang in his article, referring to New York as the "Big Apple", which is a contemporary reference most readers would ^{understand} ~~get~~. Additionally, the ~~idea of the~~ beaver is personified in Text B; it ~~to~~ takes on human attributes by acquiring a name, Jesse. This serves to entertain the reader and contribute to the more relaxed tone of the article. This is, of course, in line with the fact that Text B is a magazine article and thus would be more light-hearted than the heavy, factual historical reading that Text A entails.

Lastly, Text B employs the use of both present and past tense, describing how Sanderson "has" led a project to visualize

how Manhattan has looked like in the past, and using past tense when referring to New York's history. This serves to remind readers that whilst the article does concern a form of retrospection or looking back into the past, this is still very much a present-day contemporary issue. Text A, however, is set mostly in past-tense, in line with its purpose of providing a mainly educational historical narrative of Javanese ^{history and} ~~culture~~ the role of ^{the} British.

In conclusion, both Text A and B do indeed share a multitude of similarities. However, this reader finds Text B to be ^{significantly} ~~slightly~~ more appealing and charming, perhaps due to the slightly more relaxed, informal tone it adopts. Nevertheless, both texts ^{ultimately} do achieve their purposes of simultaneously educating and entertaining readers ~~with~~ with regards to their respective subject matters.

You have disappointed me with a weak conclusion! You need to work on this - end with an emph!

generally well done,
comprehensive
paragraphs mostly well developed
language - clear & precise