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Level 1 English RAS 2023

91927 Demonstrate understanding of significant aspects of unfamiliar texts

EXEMPLAR

Achievement

TOTAL 12

Page 1 – Pilot Assessment

Make sure you have the paper Resource Booklet 91927R.

QUESTION ONE

Read Text A, "Matariki", to answer this question.

How do the writer's language choices help us to understand their experience of Matariki? You might consider how they have used:

- references to time
- ideas about the activities during the celebration
- ideas about whānau and belonging.

Support your explanation with quotes and examples of language features from the text.

B I U    

The short passage, Matariki is written by Lowe Mic, which describes her experience in a Matariki celebration in the second person, to help us understand that she feels that within Matariki she feels one with nature and her Whanau, through the help of language features such as, Listing, Hyperbole, and the use of time

In the first Paragraph we can see that she experience of the Matariki can be described as happy due to the use of listing within the first paragraph. For example It's the time of frozen rising before dawn, of the wet-dog fug of old blankets, of puffer jackets rustling and the clunk of car doors. Bleary faces in headlights; greetings called into the night. Muddy gumboots stamping icy ground. Beanies and gloves and warm hugs. The use of listing within the first paragraph helps us understand some of the highlights from after Matariki, with the overall theme of the listing being things that you would do together as a family, which is what Matariki is about, as as the star constellation.

In the second paragraph we can see that she describes her experience of Matariki through the use informal language, the author has used informal language to help us get a better understanding of how she experienced it. It is said in the extract, "Matariki. It's the time of blokes wielding shovels, digging te umu kohukohu whetū, the star-steaming-oven. Kindling sparked, then the bigger logs. That old pallet? Chuck it on" using informal language such as Chuck and Blokes help us understand that when she went to the celebration that she had fun as to why she is recounting it in informal language.

In the third paragraph of the text we can see that she is describing her experiences of Matarki through, the use of hyperbole. In the text we can see that it is stated that the, "Slice the earth and lift out the kai. The hautapu rises to the heavens." This exaggeration helps show off that for her this was a big moment during Matariki as she labelled it as

cutting the earth and presenting the gods with an offering. As as this stating that the food would rise to the Heavens like some sort of movie helps us reiterate the fact that this was a big moment as she described it as floating.

Over all the text Matariki written by Lowe Mic is a short story that covers her experience through a Matariki celebration which explains her time there and what she did, whilst using similar sentence starters to give examples of things that she did.

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QUESTION TWO

Read Text B, "the road and the rain", to answer this question.

How does the writer help us to understand their experience of the journey? You might consider how they have used:

- mood or atmosphere
- ideas about life as a journey
- observations of the environment
- ideas about past and present.

Support your explanation with quotes and examples of language features from the text.

B I U    

The Poem, The Road and the Train is written by Mckenzie Cooke Kay to help us be able to convey the experience of the journey through the, first person and using language features to help us understand her emotions through the observations of her environment.

In the first paragraph we are she is able to give us an understanding of the journey by conveying her thoughts through adjectives. For example in the first stanza it is said that, "I glimpse the forward motion of a silent train dragging its grubby white necklace of containers". Within this we can see that that she sets the mood by describing the train as silent indicating to us (the reader) that where she is must be very quiet, telling us that wherever they are they are far away from people. As as this the observation the trains white necklace being gruby helps tell us that the they are in a broken down area, which can be inferred by the description of the train.

In the third Stanza of the poem we can see the use of speech helps us understand that the author of the text is feeling connected to place were she is. This can be seen in the extract, "where my ancestors are buried in a graveyard lost among the tall grass and where tīpuna sigh, "Leave us be." Leave. Us. Be." Within this we can get a better understanding of the emotion that she feels as she feels connected through the language feature speech as she wouldn't be able to hear her tīpuna sigh, "Leave us be." Leave. Us. Be, if she didn't feel connected, She is able to hear this as she feels her ancestors whispering to her.

In the last stanza the use of the language feature that we can see is personification within the text through her observations we can see that it says, "where a lake smacks and slips on a beach piled high". With this use of personification we can understand that the use of this helps set the mood of what the drive home was like. Whilst understanding the fact that she was tired after a long day.

Overall the Poem, The Road and the Train is

written by Mckenzie Cooke Kay, is written in the 1st person and helps us understand some of her thoughts whilst going to visit her tīpuna/ancestors via the use of language features.

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QUESTION THREE

Read Text C, "The Beach", to answer this question.

How does the writer help us to understand people's experiences of the beach? You might consider how they have used:

- ideas about what people do at the beach
- ideas about what people feel about the outdoors.

Support your explanation with quotes and examples of language features from the text.

B I U    

The text ,The Beach, is written by Jones Lloyd in the 1 person to help us understand people's experiences of the beach by addressing the things that you do at the beach and why people decide to go to the beach, which are all conveyed through language features such as similes, rhetorical questions and personification.

In the first Paragraph we can see that the use of similes such to help convey the idea of he ideas being able to roam free in the outdoors helping us understand that people enjoy going to the beach and having fun. For example in the text it is said "log to stones has the same intimacy as our living-rooms". This example helps show off that in the wilderness that there nothing out there; meaning that you have to be creative and imagine everything that you do helping us understand that the author goes outside to "Get away from our structured lives." Mention later on in the text

In the Second paragraph we can see that the use of text we can see that people experiences are better described by the use of rhetorical questions. For example in the text we can see that it is written that, "Once on the beach what do we do? We head to the farthest rock, of course. Why this need to occupy the last speck of land? Well, for one thing, it's fun. The other explanation is more primeval." The use of rhetorical questions here make it so that we can better understand the way that people do things on the beach. It is said in the text, "Once on the beach what do we do?" Getting us the reader to relate to the author and provide a us with a better thinking. Followed by another rhetorical question, "Why this need to occupy the last speck of land", helps us dive deeper in to the understand about what people feel about the outdoors.

In the last paragraph of the text we can see that it is said that we can see that there is a use of the language feature is personification, in the text it is said the, "spirit of beaches". Beaches have no spirit yet the author gives it one and helps us understand that people feel as if the beach is an entity, hence the reason that people look after it and we have such strict rules about things that we can and cant do at the beach.

The text The Beach, is written by Jones Lloyd helps us understand the writer help us to understand people's experiences of the beach via the use of rhetorical questions, similes and personification.

Achievement

Subject: English

Standard: 91927

Total score: 12

Q	Grade score	Marker commentary
One	A4	The introduction outlines an idea that shows understanding prompted by the question. Each paragraph focuses on the use of one language technique, giving an example and an explanation of its effect.
Two	A4	Topic sentences identify an aspect of the text and a relevant idea. Examples are given that support the idea.
Three	A4	Ideas and techniques are given and backed up with examples of how language creates meaning, as prompted by the question.