1

NZQA

NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

Level 1 English, 2013
90851 Show understanding of significant aspects of unfamiliar written text(s) through close reading, using supporting evidence

9.30 am Monday 11 November 2013
Credits: Four

Achievement	Achievement with Merit	Achievement with Excellence
Show understanding of significant aspects of unfamiliar written text(s) through close reading, using supporting evidence.	Show convincing understanding of significant aspects of unfamiliar written text(s) through close reading, using supporting evidence.	Show perceptive understanding of significant aspects of unfamiliar written text(s) through close reading, using supporting evidence.

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

You should attempt ALL the questions in this booklet.

Pull out Resource Booklet 90851R from the centre of this booklet.

If you need more room for any answer, use the extra space provided at the back of this booklet.

Check that this booklet has pages 2–8 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

You are advised to spend one hour answering the questions in this booklet.

QUESTION ONE: FICTION

Refer to Text A, "Beauty and the Beast", on page 2 of the resource booklet to answer this question.

(a)   (i)   **In your own words**, identify how the children view EITHER Helen OR Simon.

_____

(ii)   Provide an example from the text to support your idea.

_____

(b)   Explain how this example shows that the children have a negative or positive view of Helen or Simon.

_____

_____

_____

_____

_____

_____

(c) Explain how the writer helps us to understand the children's view(s) of Helen and / or Simon, **throughout the text**.

Support your answer with reference to the **techniques**, including language features, that the writer uses to show:

- why the other children are interested in Helen and / or Simon
- how the other children respond to Helen and / or Simon
- what children are like.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

QUESTION TWO: POETRY

Refer to Text B, "The day I lost you at 'Colour the Sky'", on page 3 of the resource booklet to answer this question.

(a) (i) Identify ONE language feature the writer uses to describe the mother's experiences at the kite festival.

_____

   (ii) Provide an example of this language feature from the text.

_____

(b) Explain how this language feature helps you to understand the mother's experiences.

_____

_____

_____

_____

_____

_____

(c) Explain how the writer helps us to understand the mother's experiences at the kite festival, **throughout the text**.

Support your answer with reference to the **techniques**, including language features, that the writer uses to show:

- the mother's changing point-of-view of events
- how the setting of the kite festival is important
- what it is like to be a parent.

QUESTION THREE: NON-FICTION

Refer to Text C, "Land Down Under", on page 4 of the resource booklet to answer this question.

(a) (i) Identify ONE language feature the writer uses to describe the Waitomo Caves.

_____

(ii) Provide an example of this language feature from the text.

_____

(b) Explain how this language feature helps you to understand what the Waitomo Caves are like.

_____

_____

_____

_____

_____

_____

(c) Explain how the writer helps us to understand what the experience of visiting the Waitomo Caves is like, **throughout the text**.

Support your answer with reference to the **techniques**, including language features, that the writer uses to show:

- her view of the setting
- her response to the experience
- what the benefit of experiences like this might be.

Extra space if required.
Write the question number(s) if applicable.

QUESTION
NUMBER

90851