Level 1 English, 2014
90851 Show understanding of significant aspects of unfamiliar written text(s) through close reading, using supporting evidence

9.30 am Wednesday 12 November 2014
Credits: Four

<table>
<thead>
<tr>
<th>Achievement</th>
<th>Achievement with Merit</th>
<th>Achievement with Excellence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Show understanding of significant aspects of unfamiliar written text(s) through close reading, using supporting evidence.</td>
<td>Show convincing understanding of significant aspects of unfamiliar written text(s) through close reading, using supporting evidence.</td>
<td>Show perceptive understanding of significant aspects of unfamiliar written text(s) through close reading, using supporting evidence.</td>
</tr>
</tbody>
</table>

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.

Not achieved

TOTAL 05
QUESTION ONE: FICTION

Refer to Text A, “A Misunderstanding with Mr Taylor”, on page 2 of the resource booklet to answer this question.

(a)  (i) Identify ONE relationship in the text, and describe it in your own words.

  Archie and Collin, they are best friends however they can joke around with each other.

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

  “Collin was spitting with laughter when we left.”

(b) Explain how this example shows you what the relationship is like.

  Collin got Archie in trouble and even though Archie had to sit in another desk, as they were still laughing about it.
(c) Explain how the writer develops at least one relationship throughout the text.

Support your answer with reference to the techniques, including language features, that the writer uses to show:
- how new situations can present challenges to forming relationships
- how relationships can change or be maintained
- how relating to other people can be difficult.

Although Callum could have Archie

Archie and Mr Taylor.

Mr Taylor didn't even give Archie a chance to form a relationship with him. After Callum spoke at Mr Taylor just automatically sent Archie to sit by himself where the archin "anti-socialrots" sit. But Mr Taylor eventually saw that driving engine cars was very hard and Archie must be very skilled. Because Mr Taylor didn't even give Archie a chance to show him what he's like he just automatically assumed. This shows us how relating to other people can be difficult. But the relationship changed when Mr Taylor figured out that you had to have skill to drive them and let Archie sit wherever he wanted to.
QUESTION TWO: POETRY

Refer to Text B, "Fire!", on page 3 of the resource booklet to answer this question.

(a) (i) Identify ONE language feature the writer uses to show her experience at the estuary.

\[ \text{PERSONIFICATION} \]

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

"A fire that fed on darkness."

(b) Explain how this language feature helps you to understand the writer’s experience at the estuary.

The writer would have been scared that the fire would grow bigger because the darker it was the bigger the fire would grow.
(c) Explain how the writer helps us to understand her experience at the estuary throughout the text.

Support your answer with reference to the techniques, including language features, that the writer uses to show:
- the difference between day and night at the estuary
- a change in mood.

"from innocent to ominous." Telling us that in the daytime it was innocent and nothing wrong, but at night it was ominous.

Personification using "fire fed on darkness" giving the fire a human characteristic of being able to eat. The fire would grow bigger because it's dark.
QUESTION THREE: NON-FICTION

Refer to Text C, “Don’t be an Egg! Three Golden Rules of Online Safety”, on page 4 of the resource booklet to answer this question.

(a) (i) Identify ONE language feature the writer uses to help us understand his ideas about being safe on the Internet.
     
     personification metaphor

(ii) Provide an example of this language feature from the text.
     
     “shady pack of wolves”
     
     “keyboard warriors sneaking up on you”

(b) Explain how this language feature helps us to understand the writer’s ideas about being safe on the Internet.

     That the people behind the computer are dangerous and can seriously hurt people.
(c) Explain how the writer helps us to understand his ideas about being safe on the Internet throughout the text.

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

- to appeal to his target audience
- to structure his ideas effectively
- to comment on the impact of the online world.

He uses words that are referring to people. Young people say like "selfie, duh," so he is trying to get this across to young people.

He says "the Internet can be a scary place." that the world that we think is nice and helpful it can actually be dangerous.

He has made his main points clear, which would be easy for teens to see and understand.
<table>
<thead>
<tr>
<th>Q</th>
<th>Grade score</th>
<th>Annotation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A3</td>
<td>There is an adequate explanation of how the relationship changes in 1 (c), with an understanding shown of Mr Taylor’s realisation that he had hastily misjudged Archie (“didn’t give Archie a chance…”) and that Archie was, in fact, a skilled kart driver. A brief description of Archie’s and Colin’s relationship is also given in 1 (b).</td>
</tr>
<tr>
<td>2</td>
<td>N1</td>
<td>The candidate identifies one feature (personification) and gives an appropriate example in 2 (a), but an inaccurate understanding of the experience is then presented in 2 (b). The ‘innocent to ominous” example is undeveloped in 2 (c).</td>
</tr>
<tr>
<td>3</td>
<td>N1</td>
<td>The candidate gives several similarly vague and superficial explanations: for example: 3 (b) “people behind the computer are dangerous”. In order to show understanding, there needs to be a stronger identification of technique and related explanation that goes beyond “using words that are reflecting to people … young people say like “selfie, duh,” so he is trying to get this across to young people.” (3 (c))</td>
</tr>
</tbody>
</table>