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SUPERVISOR'S USE ONLY

Level 1 English, 2016

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

9.30 a.m. Thursday 10 November 2016
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.

Achievement

TOTAL

7

ASSESSOR'S USE ONLY

QUESTION ONE: NARRATIVE PROSE

Refer to Text A, "It Was Over Before it Began", on page 2 of the resource booklet to answer this question.

- (a) Select (✓) ONE language feature the writer uses to describe the road trip.

<input type="checkbox"/> Adjective(s)	<input type="checkbox"/> Listing	<input type="checkbox"/> Rhyme
<input type="checkbox"/> Adverb(s)	<input type="checkbox"/> Repetition	<input type="checkbox"/> Simple sentence
<input type="checkbox"/> Alliteration	<input type="checkbox"/> Personification	<input checked="" type="checkbox"/> Verb(s)
<input type="checkbox"/> Conjunction(s)	<input type="checkbox"/> Punctuation	

Give an example of this language feature from the text.

Dad goes inside to put on the jug, we can unpack later, he says.

- (b) Explain how this and/or other language feature(s) helps you to understand the highs and lows throughout the text. You might consider:

- the writer's feelings about the road trip
- other people's perspectives of the road trip
- the expectations and reality of the road trip.

In the ^{text} "It Was Over Before it Began". It hints that something is gonna happen and the writer's feelings about the road trip has up and downs. As a 10 year and his family was packed and ready. The language feature helped me under that the road trip didn't go so well and evidence from the text shows. Dad goes inside to put the jug on. We can unpack later, he says. The 10 year didn't seem to be angry but was a decent choice, to return home cause the car breakdown. //

A3

QUESTION TWO: POETRY

Refer to Text B, "What Story's That, Then?", on page 3 of the resource booklet to answer this question.

(a) Select (✓) ONE language feature the writer uses to describe what the child sees and/or hears.

- | | | |
|--|--------------------------------------|------------------------------------|
| <input checked="" type="checkbox"/> Adjective(s) | <input type="checkbox"/> Hyperbole | <input type="checkbox"/> Sibilance |
| <input type="checkbox"/> Alliteration | <input type="checkbox"/> Imagery | <input type="checkbox"/> Simile |
| <input type="checkbox"/> Contrast | <input type="checkbox"/> Metaphor | <input type="checkbox"/> Verb(s) |
| <input type="checkbox"/> Direct speech | <input type="checkbox"/> Punctuation | |

Give an example of this language feature from the text.

Mice big as teapots come into a story.

(b) Explain how this and/or other language feature(s) helps you to understand the child's feelings throughout the text. You might consider:

- what the child sees and hears
- how the child's feelings change
- why the child's feelings change.

The language feature adjective helps me understand the feelings on how she sees the world. The child sees living things and objects differently on what reality sees it. She sees it as creative such as Mice and big as teapots which tell us small things become big and larger, another example is was a greyhound as a skinny one line drawing, whose ambition is not to walk, but to become a ball and roll. All of a sudden the mum tells off the child saying I don't strongly like the mice and the ridiculousness of teapots which upset the child, and cries grinning all the way to town.

NZ

QUESTION THREE: NON-FICTION

Refer to Text C, "You're 100% Wrong About ... Seafood" on page 4 of the resource booklet to answer this question.

(a) Select (✓) ONE language feature the writer uses to describe seafood.

- | | | |
|--|---------------------------------------|---|
| <input checked="" type="checkbox"/> Adjective(s) | <input type="checkbox"/> Hyperbole | <input type="checkbox"/> Rhetorical question(s) |
| <input type="checkbox"/> Alliteration | <input type="checkbox"/> Listing | <input type="checkbox"/> Sibilance |
| <input type="checkbox"/> Allusion | <input type="checkbox"/> Onomatopoeia | <input type="checkbox"/> Simile |
| <input type="checkbox"/> Colloquial language | <input type="checkbox"/> Punctuation | <input checked="" type="checkbox"/> Verb(s) |

Give an example of this language feature from the text.

I really wished I loved it even, because life would have been so much easier and I wouldn't have the conversation, I turned down a prawn cocktail.

(b) Explain how this and/or other language feature(s) helps you to understand the writer's attitude towards seafood throughout the text. You might consider:

- the writer's overall opinion of seafood
- why the writer has chosen to express his opinion in this way
- why the writer wishes his opinion was different.

In the text "You're 100% Wrong About ... Seafood" by Alan Perrott from New Zealand. He the writer doesn't like seafood as much as others who have try. He rather dislikes every seafood such as fish, King, Oysters and etc. He also dislikes driving^{Past} the Seafood Market, and hates the smell of Seafood he encounters. The language feature tells me how he feel disgusted and muck about seafood and wouldn't even bother having a prawn cocktail or even buying, driving, or even tasting no Seafood.

NZ.

Achievement exemplar 2016

Subject:	English	Standard:	90851	Total score:	7
Q	Grade score	Annotation			
1	A3	Example of the feature is not readily apparent. While the candidate does not explain the highs well (in fact, only hints at the high), the explanation for the low is sound and shows understanding of the situation.			
2	N2	Example of the feature is not readily apparent. While both the story and the dog are dealt with, not enough understanding of what is happening is shown.			
3	N2	Example of the feature is not readily apparent. The candidate does no more than show the writer hates seafood, and does not get near discussing the conflict faced by the writer.			