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## 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.**

**Merit**

**TOTAL**

**17**

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

Give an example of this language feature from the text.

~~It was made in 1972 and is exactly the colour of poo.~~ "It was made in 1972 and is exactly the colour of poo."

(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.

The writer seems excited about going on a trip as he calls it "An epic mission." The writer seems excited as he is going on a trip to where his ancestors lived, "our turangawaewae." From the start, the author doesn't seem to have much faith in the car as he says the journey is "made more difficult by the fact the car is ironically named Triumph 2000. It was made in 1972 and is exactly the colour of poo." The quote suggests the author didn't have much faith in the car. Since he rhymed the "made in 1972 and is exactly the colour of poo" suggest he thought the car was a bit of a joke. The other known perspective of the road trip, is the author's father. The use of personification in

the sentence. "Dad is so deflated he doesn't even swear." Sounds like the writer's father had high expectations for the trip and believe the car wasn't going to break down. Whereas his wife, the author's step-mum wasn't so convinced. "he pats step-mum's leg reassuringly..." showing us she didn't believe the car would make it to Ruatoria. The expectations of the trip are shown through the use of listing. "school bag full of ~~toys~~ toys and pyjamas." "A thermos flask, Christmas presents, pegs for the tent." The expectations were that they would have Christmas at Ruatoria and spend time camping and at the beach. Also that they will see their cousins "I hope my new cousins will think is stupidly cool". The use of new infers the author hasn't met them before. This could either be because he hasn't been to visit or they haven't, or that they are seeing the step-mom's family, and they will be his cousins now too. The reality of the trip were that the car broke down. The use of personification say "53 minutes later... the Triumph 2000 dies" tells us that. The highs of the trip were meeting new cousins and spending a family Christmas together. The lows were that they didn't even make it.

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## 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 type="checkbox"/> Adjective(s)	<input type="checkbox"/> Hyperbole	<input checked="" type="checkbox"/> Sibilance
<input type="checkbox"/> Alliteration	<input type="checkbox"/> Imagery	<input checked="" 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 came 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.

At the start of the poem the child sees "Mice as big as teapots". The image of this freaks the child out as the author tells as the child 'detests' the mice and ends up crying. The use of the word 'detest' paints a strong image about how ~~the~~ much the child hates the mice. The child's mood changes into <sup>being</sup> happy as "elecated" as she sees a dog that hates its colour and lead.

"Its collar is studded with fake gems, its lead lolly pink." This sentence is a ~~bas~~ the language feature of imagery and gives as a good

indication in-to why the child enjoys looking at the dog. "But the child is grinning from there into town" The use of personification shows us how happy the child is. The extensive adjectives help to paint a good picture of the scene. //

The contrast between the unhappy child and when she ~~becomes~~ happy and how small the interval in between  $\rightarrow$  shows us how fast children can change their emotions and moods. //

## 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 type="checkbox"/> Adjective(s)        | <input checked="" 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 type="checkbox"/> Verb(s)                |

Give an example of this language feature from the text.

"I do ~~more~~ little more than recoil like Dracula drenched in holy water before throughing open every window in the house gasping for breath."

(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.

The writer hates seafood. This is shown by the use of a hypebole, "I do little more than recoil like Dracula drenched in holy water before throughing <sup>open</sup> every window in the house gasping ~~her~~ for breathe" The use of the hyperbole paints a clear image to the extent that ~~the~~ hate the author hates seafood to. The peace sounds like it would be in a magazine as the langauge is colloquial and simple. For example "Whatever the Hell that much is" is not something that would be said in a formal peace of righting. The text is also funny as the author would be trying to get the ~~at~~ readers to relate or enjoy the peace

of writing, "An Example of this is "After a half-dozen showers with a pot Scaler and several sessions of ~~my~~ psychotherapy, I can almost watch finding Nemo again."

The author wishes that their opinion on Seafood could be different as "we live on islands." This means seafood will be a main food people have as it is easy to get. Also that there is no escape from the smell and the food. "Even my beer - and I required plenty - lasted fishy." The quote shows how prominent in the author's community that things that aren't seafood taste fishy. Another reason ~~that~~ is that there are heaps of festivals where means the author has to turn down the food people give them and wouldn't have to have the same conversation about why they dislike it. "Life would be so much easier and I wouldn't have to have the same old conversation every time I turned down a prawn cocktail."

**Merit exemplar 2016**

<b>Subject:</b>	<b>English</b>	<b>Standard:</b>	<b>90851</b>	<b>Total score:</b>	<b>17</b>
<b>Q</b>	<b>Grade score</b>	<b>Annotation</b>			
1	M6	The feature and example are appropriate. The candidate has presented a thorough explanation of both highs and lows without showing the perception required to lift the response to Excellence.			
2	M5	The feature and example are appropriate. The candidate gives a convincing explanation, and the final comment shows some perception, but the examples and explanation need to be fuller.			
3	E7	The feature and example are quite appropriate. A thorough explanation of the conflict the writer faces which is convincing.			