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

<table>
<thead>
<tr>
<th>Achievement</th>
<th>Achievement with Merit</th>
<th>Achievement with Excellence</th>
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<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>
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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
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.

- Adjective(s)
- Listing
- Rhyme
- Adverb(s)
- Repetition
- Simple sentence
- Alliteration
- Personification
- Verb(s)
- Conjunction(s)
- Punctuation

Give an example of this language feature from the text.

"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 tuangawaeaeae." 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 dejected 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 pays 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 logs 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 the 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 cousin now too. The reality of the trip were that the car broke down. The use of personification say "53 minutes later... the Triumph 2080 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.
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.

- Adjective(s)
- Hyperbole
- Simile
- Alliteration
- Imagery
- Sibilance
- Contrast
- Metaphor
- Verb(s)
- Direct speech
- 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 the child 'detests' the mice and ends up crying. The use of the word 'detests' paints a strong image about how much the child hates the mice. The child's mood changes into being happy as "elevated" as she sees a dog that hates its collar and lead.

"It's collar is studded with fake gems, its lead lolly pink." This sentence is a bias 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 ear to ear 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 is shows us how fast children can change their emotions and mood.
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.

- Adjective(s)  ✓ Hyperbole
- Alliteration
- Allusion
- Colloquial language
- Rhetorical question(s)
- Listing
- Onomatopoeia
- Sibilance
- Simile
- Punctuation
- Verb(s)

Give an example of this language feature from the text.

"I do more little more than recall like Dracula drenched in holy water before throwing 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 hyperbole, "I do little more than recall like Dracula drenched in holy water before throwing open every window in the house gasping for breath." The use of the hyperbole points a clear image to the extent that the author hate sea-food. The peace sounds like it would be in a magazine as the language is colloquial and simple. For example, "Whatever the Hell that much is" is not something that would be said in a formal peace of writing. The text is also funny as the author would be trying to get the readers to relate or enjoy the peace.
of writing. An Example of this is "After a half dozen showers with a poi scaler and several sessions of 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, 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 cultural community that things that aren't seafood taste fishy. Another reason is that there are heaps of festivals which 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."
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<th>Grade</th>
<th>Annotation</th>
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<tr>
<td>1</td>
<td>M6</td>
<td>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.</td>
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<tr>
<td>2</td>
<td>M5</td>
<td>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.</td>
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<tr>
<td>3</td>
<td>E7</td>
<td>The feature and example are quite appropriate. A thorough explanation of the conflict the writer faces which is convincing.</td>
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