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91474



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Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Level 3 English 2023

91474 Respond critically to significant aspects of unfamiliar written texts through close reading, supported by evidence

Credits: Four

Achievement	Achievement with Merit	Achievement with Excellence
Respond critically to significant aspects of unfamiliar written texts through close reading, supported by evidence.	Respond critically and convincingly to significant aspects of unfamiliar written texts through close reading, supported by evidence.	Respond critically and perceptively to significant aspects of unfamiliar written texts through close reading, supported by 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 91474R 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.

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YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.

Excellence

TOTAL 24

QUESTION ONE

Refer to Text A, "One way and another", to answer this question.

Discuss how the writer explores the ways people respond to the details of life, referring to at least TWO specific aspects of written texts.

B I U    

Life is a unending torrent of stimuli, constantly pouring into our brain's processing apparatus at any one instance. To deal with this, humans have evolved a way to filter this tsunami of information, preventing us from being overwhelmed. Despite this, the world is still an incomprehensible place, full of phenomena we can't explain and events we can not foresee. In Text A, author Kevin Ireland examines this concept, exploring the ways people respond to the details of life, such as the absurdity of natural phenomena and the pace of technological change, in the beginning, middle, and end of the text.

Initially, Ireland explores the ways people respond to the details of life through the example of the weather. He describes how the "sun is hot and absolutely dazzling yet rain is also tipping down," explaining that it is like "standing under a cold shower with a heater blasting at you and all the bathroom lights on." Here, the use of simile conveys the absurdity of the weather. The reader is made to relate to Ireland's feelings of confusion, as doing such a thing in one's bathroom makes no sense and tremendously inefficient. Ireland reinforces this impression when he states that the juxtaposition of rain and heat present in the weather is "stunningly nonsensical." The connotative adverb-adjective phrase employed here emphasises the disbelief that Ireland feels. Despite personalising the text through the use of the first person pronoun "I," Ireland's purpose in the initial stages of the poem extends into the wider world. He is trying to comment on the seeming randomness of natural phenomena in our world,

and man's attempts to understand them. The reader is able to relate this especially well to science. They can recall how for much of human history, natural occurrences such as gravity and hurricanes have baffled humans due to their complex and often paradoxical nature, exactly as the weather does for Ireland. However, the reader gains a note of reassurance in the knowledge that everything operates and exists for a reason, and even the strangest things can be explained through the use of logic and rationality.

During the middle stages of the text, Ireland continues his exploration of the ways people respond to the details of life, pivoting towards a portrayal of change in human societies. Ireland states how while he is contemplating the absurdity of the weather, he is "only a single generation away from a time when the only shower in all our street was a cold one." Here, the declarative sentence highlights the extent of technological change that has happened in human society, implying that it was once as unforeseen as the combination of weather extremes is to Ireland. Following this, Ireland describes more changes in bathroom technology, explaining that "eventually we got a shower above the bath with taps that lurched from freezing straight to boiling point." In this quote, the transitional phrase "eventually" introduces the advancement in shower technology, but the connotative verb "lurched" cautions that there are still necessary refinements to be made. Ireland continues this discussion when he explains how the new shower used "less water than a bath but gave a contradictory nod towards a notion of extravagance." Here, the utilisation of the adjective "extravagance" conveys the improvement in quality of life that Ireland perceives. Again, Ireland's purpose in this middle section of Text A extends to the wider world. By adopting a nostalgic tone in this passage, he is trying to illustrate the impressive pace of human technological development through the somewhat mundane example of the shower. The reader is made to reflect on examples of technological change in our lives, such as phones or televisions, and appreciate the benefits that continue to deliver in our lives.

Finally, Ireland concludes his exploration of the ways people respond to the details of life in the final three stanzas of the text. He describes how, standing in the "steamy air," he reflects on "early memories of unreliable yet swanky showers." Here, the construction of a nostalgic tone reinforces the fond view that Ireland takes towards the benefits that that technological change has brought to his life. He then states how "everything is hazy yet astonishing" as sings amidst the rain. In this quote, the connotative adjective "astonishing" presents a satisfying conclusion to Ireland's exploration of the ways that people respond to the details of life. He has clearly shown how people respond with confusion to the absurdity of natural phenomena, but with positivity to the previously unforeseen benefits that technological change brings to our lives. By pointing out this contradiction, Ireland ultimately wants us to appreciate the power of human ingenuity as a force for good.

QUESTION TWO

Refer to Text B, "What's in a name?", to answer this question.

Discuss the ways the writer explores the significance of naming, referring to at least TWO specific aspects of written texts.

B	<i>I</i>	<u>U</u>				
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Names - of people, places, or ideas - are an incredibly significant aspect of human society. Throughout history, the power of names to evoke emotions, ignite hatred, and marginalise oppressed communities has been on full display. However, on a personal level, they are an intrinsic part of our identity, highlighting the origins of our ancestors. In Text B, "What's in a name?", author Anna Rawhiti-Connell explores the significance of naming at the beginning, middle, and end of the text.

Initially, Rawhiti-Connell explores the significance of naming as a political statement in support of gender equality. She states that, for her teacher, being a "it was being a married Ms that made her revolutionary in my mind." Here, the use of the connotative adjective "revolutionary" conveys the image of the author's teacher as a brave freedom fighter, struggling in the name of gender equality. This impression is reinforced when Rawhiti-Connell goes on to explain that retaining their name was "simple thing you could do [as a woman] to make a big statement about women's equality." The juxtaposition employed in this quote between the adjectives "simple" and "big" indicates that the act of retaining one's name has a disproportionately large impact due to the message that it sends about retaining a woman's independence. Despite personalising her text with the use of the first person pronoun "I," Rawhiti-Connell's purpose extends beyond the text. By showing the impact that retaining a woman's name can have, she seeks the reader to understand the profound importance of naming as a political action, which in this case advances the cause of gender equality.

Here, the reader is prompted to consider examples throughout history of ways that names have been used to advance the political agenda of nefarious actors through a process of othering and marginalisation. For example, the Red Scare initiated by Senator Joseph McCarthy comes to mind. It was McCarthy's efforts to attach an intense emotional meaning to the word "Communism," portraying it as a satanic ideology attempting to infiltrate American society, that allowed him to so successfully ruin the reputations of those he accused of being "Reds." Evidently, naming is incredibly significant because of its political power.

Following this, Rawhiti-Connell presents the importance of naming to being a functional citizen in the modern world. She explains how she "forged a career in the name of Anna Connell," and had "digital properties in that name, bills, passports, license, and credit histories." Here, the use of listing in this quote highlights the extent to which names are involved in our everyday interactions in the modern world. Without the legal necessity of a name, the reader is made to understand that our ability to make transactions, own property, enrol in institutions such as schools, or receive medical care would be severely diminished. This impression is subsequently summarised succinctly when Rawhiti-Connell explains that the process of changing one's name would therefore be an "administration nightmare," using a descriptive phrase to emphasise how one's name is intimately linked with their presence in the modern world. Again, Rawhiti-Connell's purpose extends into wider society in the middle stages of Text B. She seeks us to understand the crucial significance of naming in a modern sense, as it allows us to legally access the various amenities afforded to citizens in modern western societies.

The reader is made to contemplate the impact that living without a name could have. This allows us to understand the inherent absurdity present within this system, as we are made to ponder why a simple arrangement of letters on paper should determine the opportunities that we are afforded. Finally, Rawhiti-Connell approaches the significance of naming by once more emphasizing its political importance and its capacity to influence personal relationships. She states that upon broaching the prospect of sharing names to her husband, his immediate reaction was "not the joyous one you might expect from a broadly progressive man." Here, the negation of the positive connotative adjective "joyous" underscores the importance of naming in both a political and personal context. For the husband, it is evidently a seismic paradigmatic shift to have to consider sharing a joint name with his wife, and thus makes him feel angry as it feels as if part of his identity is being stripped away. Evidently, the reader is able to understand that this anger is not righteous, as the husband is just having to grapple with a choice forced upon women for generations. Following this, Rawhiti-Connell states how sharing a surname was meant to "signify the same radical commitment from both parties." The use of symbolism in this quote builds upon existing ideas about the significance of names, but introduces a new one - the notion that a sharing of names can represent the strong personal commitment to one another involved in marriage. By concluding with discussion of this concept, Rawhiti-Connell is ending her exploration of the significance of names with an uplifting tone. Overall, in Text B, the author's purpose is to convey how naming is significant in a political, modern, and personal context.

QUESTION THREE

Refer to [Text A](#) and [Text B](#) to answer this question.

(Use the scroll bar to see Text B below Text A.)

Compare how the writers reflect on people's experiences of change, referring to at least ONE specific aspect of written texts used in each text.

B	<i>I</i>	<u>U</u>	☰	☰	↶	↷
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Change is a constant in the human experience. Every day, the weather changes, the prices of various commodities change, relations between nations change, tectonic plates change, and our feelings change. Our ability to adapt in response to change has been a critical evolutionary strength, allowing us to rise to our unchallenged position of dominance in the hierarchy of Earth's species. The authors in both Text A and Text B reflect on people's experiences of change, with both similarities and differences in their reflection evident in both texts.

An element of the writer's reflection on people's experiences of change unique to Text A is how they approach it from a technological viewpoint. Ireland achieves this impression through his use of a shower, a motif or extended metaphor designed to represent wider advances in human technological progress. He describes how he was "only a single generation from a time when the only shower in all our street was the cold one," before eventually stating that "we got a shower above the bath... [that] gave a contradictory nod towards a notion of extravagance." In this passage, the use of the first person plural pronouns "our" and "we" emphasises that the text is not just focusing on Ireland, it is discussing his community's experience of change. By contrasting the negative diction "cold" with the positive adjective "extravagance," Ireland seeks the reader to understand how technological progress has delivered improvements in his quality of life.

Therefore, in Text A, a unique element of the writer's reflection on how people experience change is his examination of the technological change that has taken place in his own life, and how he has responded positively to it. Through this, he seeks the reader to understand the importance of technological change in shaping our lives and experiences as citizens of modern industrial society.

An element of the writer's reflection on people's experiences of change unique to Text B is the idea that change can be positive for some, but negative for others. Rawhiti-Connell describes how her teacher being someone who retained her name was "revolutionary" in her mind, and that she was "lured by the simplicity of the 'girls can do anything' feminism of the 1990s." Here, the author's combination of connotative diction - the adjective "revolutionary" and the verb "lured" - conveys a triumphant tone, conveying Rawhiti-Connell's journey of self-discovery regarding the movement for gender equality. The declarative phrase 'girls can do anything' supports this impression, conveying the positive and upbeat demeanour that Rawhiti-Connell developed upon realisation of the political power of naming. In this section of the text, it is evident that the narrator, Rawhiti-Connell, has responded jubilantly to the change in some women, such as her teacher, retaining their names. In stark contrast, the husband is aggrieved when Rawhiti-Connell asks whether they could share a joint name, responding with a reaction unlike the "joyous one you might expect from a broadly progressive man." Here, as discussed, the negation of the connotative adjective "joyous" conveys how the husband is reacting negatively to the prospect of having to share his name, possibly believing it to be detrimental to his personal identity. The husband is implied to represent a group of men responding poorly to the change of women seeking to retain their names after marriage. Therefore, a theme evident in Text B's discussion of how people experience change is

clearly the notion that some experience change positively, while others experience the same change negatively.

An element of the writer's reflection on people's experiences of change common to both texts is the recollection of memories from their youth. In Text A, Ireland begins by explaining how, standing amidst rain and warm sun, he recalls "early memories" of his childhood, thus establishing a nostalgic tone that shows how Ireland reflects on people's experiences of change by exploring his childhood. He goes on to describe how "the only shower in all our street was a cold one." The anticlimactic phrase Ireland uses here conveys how, initially, the shower was limited as a piece of technology. However, Ireland explains how the "shower above the bath" that they "eventually got" gave a "contradictory nod towards a notion of extravagance." Here, Ireland is evidently reflecting on the gradual technological changes in the home that took place in his youth, using the connotative adjective "extravagance" as a way to show his appreciation for them. Similarly, in Text B, Rawhiti-Connell reflects on her experience of change in the gender equality movement by describing memories from her school days "30 years ago." She describes how the most "radical teacher I ever knew was a Ms...[due to her] not changing [her] name when [she] got married." In this quote, the connotative adjective "radical" is an immediate suggestion of change, implying that, when she was a child, a woman retaining her name was a highly uncommon, almost rebellious, occurrence. However, the reader understands that Rawhiti-Connell evidently responded to this change positively, as she "did assume [that] it would become the norm" eventually." The use of the past tense here shows that Rawhiti-Connell was disappointed in how this prediction failed to play out. Therefore, in both Text A and Text B, the authors reflect on their experiences of change by drawing on memories of change from when they were younger.

Excellence

Subject: English

Standard: 91474

Total score: 24

Q	Grade score	Marker commentary
One	E8	<p>The candidate identifies an idea from the text that relates to the way people respond to the details of life, and this supports a critical discussion of how aspects are used to create meaning.</p> <p>The response is perceptive with carefully discerned techniques and examples that providing insight beyond the text. Evidence is used effectively, and is woven judiciously into the response. The candidate traces the development of the idea throughout the text.</p>
Two	E8	<p>The response discusses how the writer explores the significance of naming and traces the development of an idea throughout their response. The response provides an original engagement with the text.</p> <p>Relevant examples are used to support the response, and are discussed in detail to show a perceptive understanding of how at least two aspects have been crafted to create meaning. Evidence is used effectively, and is woven judiciously into the response.</p>
Three	E8	<p>This is an integrated, perceptive response that is discerning, insightful and critical throughout. The candidate identifies commonality between the two texts and weaves a sophisticated discussion of how the writers reflect on people's experiences of change, integrating the discussion through the comparison and contrasting of the two texts.</p> <p>Evidence is used effectively, and is woven judiciously into the response. The ideas discussed and linked to other contexts, human experiences, and the wider world.</p>