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91100



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Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Level 2 English 2024

91100 Analyse significant aspects of unfamiliar written text(s) through close reading, supported by evidence

Credits: Four

Achievement	Achievement with Merit	Achievement with Excellence
Analyse significant aspects of unfamiliar written text(s) through close reading, supported by evidence.	Analyse significant aspects of unfamiliar written text(s) convincingly through close reading, supported by evidence.	Analyse significant aspects of unfamiliar written text(s) perceptively 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 91100R 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.

Do not write in the margins (// // //). This area will be cut off when the booklet is marked.

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

Achievement

TOTAL 10

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Make sure you have the paper Resource Booklet 91100R.

QUESTION ONE: Prose

Refer to Text A, "Eugene", to answer this question.

Analyse how the writer uses language to show the relationship between Eugene and his mother.

B I U        

In this short story, one of the language features that the author uses to show the relationship between Eugene and his mother is hyperbole. The text begins with the mother over-exaggerating a description of Eugene by saying, "it seemed as if Eugene was bigger than his body." This hyperbole helps the reader to acknowledge that Eugene is a very energetic kid who is filled with excitement. The second stanza in this text includes emotive language, where the author tells us "His mother would give his arm a rub, and soothe him more with exasperation than sympathy." The two language features, hyperbole and emotive language, both come together to show that even though Eugene was a child full of energy, the mother was always willing to be there for him in comforting ways. The language features help to showcase the loving yet chaotic relationship between the mother and her son Eugene.

Repetition is embedded into the third stanza, where the mother tells her son, "But I've told you and told you, don't run inside." The emphasis of the repeated phrase "I told you", can get the reader to inference that the mother often tells her son to not do things that will cause trouble, yet because of the enthusiasm within Eugene, he tends not to listen to her, which then leads him to getting hurt. The language feature of repetition can show readers that Eugene sometimes does not listen to his mother, displaying a different perspective of what Eugene and his mother's relationship looks like.

TEXT A

This extract from a short story is about an energetic child.

Eugene

Sometimes it seemed as if Eugene was bigger than his body. When he swept his wings past the shelves in the lounge, books fell to the floor and startled him. When he chuff-chuffed around the dining table, his foot caught on a chair leg and sent him sprawling. Sometimes, burning round the racetrack from the lounge to the hall to the kitchen, his elbow clipped the doorframe, shooting hot sparks of pain up his arm.

His mother would give his arm a rub, and soothe him more with exasperation than sympathy.

"Ah, ratbag, that's got to hurt. But I've told you and *told* you, don't run inside!"

Objects in the world were connected to each other, or to him, in unexpected ways. At the table, his spoon clattered to the floor, or his cup sluiced milk across the wood. The stickiness never stayed just on his toast, but found its way somehow onto his arms and legs, where all day it tugged at the

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QUESTION TWO: Poetry

Refer to Text B, "Timepiece", to answer this question.

Analyse how the poet expresses their attitude towards the time spent doing chores.

B *I* U

The poet uses the language feature of repetition throughout the entirety of the poem. The phrase repeated most was "ten to five". The significance of this repeated phrase tells the reader that, even though the poet was doing many chores around the house, hoping to kill time, each time the poet checked the clock he saw "ten to five." Therefore, it's as if time did not move at all, this tells us that the poet feels as if time just does not move when they are doing chores. A simile "I cleaned the bathroom like mad", embedded in this poem tells us that the poet did their chores to the best of their ability, yet looking back at the time, all they saw was "ten to five." This showcases the poet's laziness in attitude to spend his time doing chores.

TEXT B

In this poem, the poet explores how time is best spent.

Timepiece

I got home from work and looked at
my watch and it said
Ten to five, so I did the washing and
picked some greens and tidied up the
kitchen and sat down and had a cup of coffee,
and looked at my watch and still it said
Ten to five, so I did some ironing and
made the beds and thought Hell I might
get all the housework done in one day
for a change, then looked at my watch
but nope, no change, and I turned on the
radio and it said Ten to five, so
I cleaned the bathroom like mad and
picked some flowers and wrote some
letters and some cheques and scrubbed
the kitchen floor and got started on the
windows – by this time I was getting a bit
desperate I can tell you, I was thinking
alternately Yay! soon there'll be no more to
do and I'll be free, and Jeez what if I

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QUESTION THREE: Non-fiction

Refer to Text C, "Milk skin", to answer this question.

Analyse how the writer provokes a strong reaction.

B *I* U

Slater, Nigel provokes a strong reacting through this Non-fiction text by using the language feature of pronouns. The author writes as if he is talking directly to the reader, "You either like the thin layer of wrinkled skin that forms on hot milk or you don't." With this use of pronouns, it helps to get the reader really into depth thought of the message Nigel is trying to get accross. With the use of pronouns, he also uses the language feature of imagery. The reader is able to envision a picture in their mind of wrinkled skin that forms on hot chocolate, provoking the reader to obtain feelings of uncomfortableness, therefore provoking a some-what strong reaction. With these two language features, imagery and use of pronouns, coming together, it causes the reader to think critical and really go deep into understanding the idea Nigel is displaying, As the reader go deep into thought about the text, they are provoked and deliver a strong reaction.

TEXT C

In this extract from an autobiography, the writer explores their attitude to milk skin.

Milk skin

Skin. Even the word sends shivers down my spine. This is the stuff that you peel off your chest when you have sunburn; it's the little flap left hanging when you cut yourself that catches on everything; it's the transparent sheath left behind by an emerging snake. Skin is the word I link automatically with grazed shins or something mummified. So what is it doing floating on my hot chocolate?

You either like the thin layer of wrinkled skin that forms on hot milk or you don't. This is something you cannot not mind about. It has to be love or utter loathing. I hate milk skin most when it is only half formed, so that you can barely see it, so you sip it by mistake and it ends up hanging from your top lip.

Worst of all is when someone 'stirs it in' so that you get lots of little flakes that catch on your tongue and you have to remove with finger and thumb. If I'm quick enough I catch the layer that

Achievement

Subject: English

Standard: 91100

Total score: 10

Q	Grade score	Marker commentary
One	A4	The candidate analysed the use of hyperbole and how it had been used to create meaning. They understood Eugene and the nature of the relationship between mother and child, and how there was some complexity: 'comforting' yet 'chaotic', but also 'loving'.
Two	A3	The candidate analysed how repetition had been used in the poem to emphasise time – 'as if time didn't move at all'.
Three	A3	The candidate got the reaction of 'uncomfortableness' – and while the response could be more refined, there was enough analysis to show an understanding of this reaction by analysing imagery, albeit in an implied rather than explicit manner.