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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.

Merit

TOTAL 15

Page 1

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 prose of the book *Aquamarine* by Nicki Judkins. The writer helped to show the relationship between Eugene and his mother by using language like quotes, metaphors and rhetorical questions to help show their bond.

His mother would give his arm a rub, and soothe him more with exasperation than sympathy. From this quote we can tell that Eugene and his mother have a very specific bond. His mother expresses to Eugene in a more playful and childish manner. "Ah, ratbag, that's got to hurt." is a playful way of expressing her worry to Eugene by teasing him and also showing him that she sympathises and can identify that he is in pain. "But I've told you and **told** you, don't run inside". This language is more toned as stricken and motherly by showing how he is a child who doesn't listen to his mother and this therefore resulted in him being hurt. The use of the word **told** is written in a different font to the rest of the text to help the reader to understand that Eugene's mother is using a different tone of voice in this word to help the readers internal dialogue read the word how it is expressed.

We can see this theme in their relationship again when Eugene expresses how he believes that he is too big and that is why he is getting hurt and his mother reassures him that he is exactly the right size "Any smaller and your feet wouldn't touch the ground." The use of a metaphor helps the reader to understand with a clear visual picture in our head that both a child and the reader would be able to visualise. This quote also helps to show mother like care towards Eugene's feelings of insecurity and how she reassures him that he is perfect just the way that he is.

She has a solution for Eugene to help him with all of his built up energy where he can safely burn it off in a bigger environment than the apartment. This shows how she wants to help her son further feel better about himself by showing him he isn't too big he is just in the wrong place. Sometimes we just are in the wrong space in everyday life whether this applies to real life environments like a work space and that change is good to help us flourish. This is a hidden message of a life skill that our developing brains all face at some point where we need a little bit of encouragement to show that we are enough and just need to change the environment or our perspective to flourish.

"They would walk to the little park at the end of the street, stepping on all the cracks, counting in twos by looking at the letterboxes." shows his childishness by listing what he is observing with his senses. What he is seeing, feeling and learning. His mother encourages this growth by participating with Eugene too. They themselves are a pair of twos who come counted together and complete one another within their relationship.

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 tiny hairs.

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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

In the poem "Timepiece" by Cilla McQueen, the poet helps to express their attitude towards the time they had spent doing chores. Throughout the poem the poet uses the use of repetition of the phrase ten to five. The use of this repetition is to

In stanzas 5 the poet is doing basic chores that you would have to complete daily and have enough time to spare to do these like tidying up the kitchen. The poet finishes their chores and looks at the watch "and still is said Ten to five." The poet uses personification by expressing that the watch said the time, a watch can not read the time but it shows that the time is still saying and expressing the same stern face of Ten to five. The poet seems unbothered at the time by the amount of time that it took to complete these basic chores.

In stanzas 10 the poet starts to complete other chores like ironing, making the bed. Chores that initially you would need more time to complete. In the Quote "Hell I might get all the house work done in one day for a change" we can see that the poet's attitude in this quote expresses how they feel motivated and like they have all the time to complete their tasks that normally in this time frame would take more than one day to complete.

In the beginning of stanzas 10 we can see the poet's attitude shift to frustration and desperate for the time to change instead of the time it takes for the chores to be completed. "I clean the bathroom like mad" this metaphor helps the reader to visualise the poet's attitude of desperation and frustration by making us visualise how we would express our own madness by feeling a sense of out of control and loss of structure. When we are mad we tend to lose a sense of control over our emotions and this can be compared to how the time has lost control and gives the poet a sense of loss of control making them slip into a mad sense of loss of time. The poet also uses listing in this stanza and stanzas 15, "...mad and picked some flowers and wrote some letters and some cheques and scrubbed the kitchen floor and got started on the windows" this listing helps to support our last statement in how the poet feels a sense of loss of control and further explores this idea by showing how the poet has all this time to complete these chores in this sense of focus where they have lost track of the time and control over themselves too. I personally can relate to this feeling of a sense of losing time and touch with reality because of investing so much time into a specific area of my day into an aspect of my routine.

In stanzas 20 and 25 the poet's attitude ticks from thinking about their time doing chores to what if "I RUN OUT". The use of visual language feature helps the reader's internal dialogue to read this line with a tone of panic and understand how the poet's feeling. "Watchless, matchless, timeless" are all words ending with less making them rhyme and the use of this shows the connection of these 3 words that have to do with time and shows how the poet is panicking and all they can now think of is the time.

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
RUN OUT!

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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         

In the extract from the book *Toast: The story of a boys hunger*, by Nigel Slater. The writer provokes a strong reaction towards their disliking for "Milk skin". The writer uses emotive language to show their strong reaction by using an anecdote "Even the word sends shivers down my spine. This helps the reader to understand how the author feels repelled and squirmish towards even the word milk skin and how just the thought makes them feel revolted in a sense of way that both the reader can understand by giving them a sense of that feeling that they feel too. "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." This description uses detailed words to help add to this detailed feeling of disgust that the reader too would feel towards these specific objects.

"So what is it doing floating on my hot chocolate?" This rhetorical question helps the reader to think and captures their engagement to help with the climax of setting the writer up to prove their point that Milk skin is disgusting.

"You either like the thin layer of wrinkled skin..." The writer uses personification to describe milk skin as a thin layer of wrinkled skin that someone would have if they were old. Majority of people have a common hatred towards developing wrinkled skin because it is seen as revolting, ugly and disgusting and this helps build the writer's strong reaction of their distaste for the milk skin.

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

Merit

Subject: English

Standard: 91100

Total score: 15

Q	Grade score	Marker commentary
One	M5	The candidate's engagement with the text was shown through convincingly addressed analysis of the question. Awareness of crafting, "Ah, ratbag, that's got to hurt," is a playful way of expressing her worry about Eugene by teasing him and also showing him that she sympathises and can identify that he is in pain. The candidate has explored the relationship using evidence from the text – 'This quote also helps to shows mother like care towards Eugene's feelings of insecurity and how she reassures him that he is perfect just the way that he is.'
Two	M5	The candidate's analysis explored the poet's attitude to time: "we can see the poets attitude shift to frustration and desperate for the time to change" and "...how the time has lost control and gives the poet a sence of loss of control making them spire into a mad sence of loss of time." The candidate demonstrated an awareness of how the attitude changes over time. Relevant details were used to support analysis. While a little imbalanced, the merit level thinking is unpacked.
Three	M5	The candidate has met the criteria by analysing the crafting in terms of the writer's purpose – "This helps the reader to understand how the author feels repelled and squirmish towards even the word milk skin and how just the thought makes them feel revolted."