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91927



Draw a cross through the box (X) if you have NOT written in this booklet

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Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Level 1 English 2024

91927 Demonstrate understanding of significant aspects of unfamiliar texts

Credits: Five

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of significant aspects of unfamiliar texts.	Demonstrate convincing understanding of significant aspects of unfamiliar texts.	Demonstrate perceptive understanding of significant aspects of unfamiliar texts.

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 91927R 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 11

Page 1

Make sure you have the paper Resource Booklet 91927R.

QUESTION ONE

Read Text A, "School cross country", to answer this question.

How does the writer help us understand the boy's experience of the race? You might consider how they have used:

- mood or atmosphere to show feeling
- ideas about motivation for success
- ideas about identity.

Support your explanation with quotations and examples of language features from the text.

B I U     

In the text School Cross Country written by Ariana Ngawera, there are many language features used to help further the author's point of the story. Some of these include Repetition, rhetorical Question, and listing.

The author's main purpose of the text was to give us a point of view of a young boy running cross country to impress his koro especially that he was running it in gumboots. The repeating of "Koro's Watching" gave us as readers the idea that it was important for Truce to do his best because he knew his Koro was watching. This is a good use of the language technique because it helps the readers walk in the boy's shoes by thinking about how important it must be for him and why. I think this language technique helps to develop the idea of motivation for success because again by him repeating "koro's watching" is his personal motivation for how he is going to get success. By the end of the text it was shown that knowing his Koro was watching him helped him to succeed in the race overall because Truce cared what he thought. I think this tells us that Truce looks up to his Koro and must appreciate the things he does or has done for him, and this is his way of making him proud.

Another language feature used in the text was listing. The author used listing in the example, "He has a point to prove. Adults to disappoint and a kauri board to carve his family name into. This makes me think about all the things Truce was trying to achieve from the cross country. It also helped to show ideas about family and identity because he wanted to make his family proud by earning their name carved into a Kauri board. I think this tells us that he is proud of his family and wants them to be proud of him as well. I think he is trying to give back to his family through this, especially his Koro.

Overall I think the text School Cross Country was written to give us ideas about how the boy was feeling and what motivated him to succeed in the situation. The author used language features to help further our understanding of the story.

TEXT A

In this passage a young boy, Truce, is running in his gumboots.

School cross country

Over and over again he hears a voice speak.

"Koro's watching you."

A hot sun beams down on the ones still running, the clouds cowering at the edges of the earth. They wouldn't dare block its view. None but Māui has gone against it and lived to tell the tale. And even he had to catch it early – before it could clear the sleep from its eyes.

Truce goes on, his eyes wild and fiery, his breathing rhythmic and controlled. To keep pace, he drives with his knees, every new step an effort to clear his gummies from the muck of the last. The racers have already fallen from sight. Nowhere to be seen. He was never racing them anyway.

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QUESTION TWO

Read Text B, "Thinking realistically", to answer this question.

How does the writer help us understand how interruptions affect their work day? You might consider how they have used:

- mood or atmosphere
- ideas about achieving goals
- the impact of other people.

Support your explanation with quotations and examples of language features from the text.

B *I* U

In the poem thinking realistically written by Kevin Ireland, he shares his experience of a day in the life through many language features. Some of which included Imagery, Rhyme, and listing.

In the poem the authors used imagery "wake up I said to myself and glaze at the glorious dawn as the sun unrolls a flashy carpet right across the harbour and almost onto my front lawn". This is an example from the text. The affect of this was to put a picture into my mind of what he was experiencing in that moment. This is a good use of the technique because it means I can feel more connected with the text. I think this helps to share ideas about the mood or atmosphere of the poem because when I read that specific section I feel like the author is trying to give the idea of a "perfect morning."

The writer then also used Listing, an example of this is "If only I can Breakfast, Shower, Shave, and grab a pen before the morning show is done." The author is trying to tell us the list of things he has to get done but uses the words "if only" to give us the idea of how much it is to do in a short time. this gives me an idea of acheiving goals. As the author is trying to express he wishes he could get all that done in time to catch the end of the morning show, but he doesn't think he will be capable. Meaning he probably isn't expecting to acheive that specific goal which might not set him up for the day he is wanting.

The author then goes on to talk about everything that happened, "Then came two telephone calls, and a chat with a courier who'd come to the wrong address, plus two men in suits who tried to convince me that their man was the one for the job when it came to handing out gifts." When I read this it shows me idea about the impact of other people and how it affects his day. The writer also says "followed by a desperate coffee." which helps me to understand that he was tired from his day so far and that interacting with all of those people must stress him out and slow down what he is wanting to get done for himself. This gives me an idea that the author might not enjoy when people get in his way when he is trying to work because they might set him behind and annoy him.

Overall I think the authors purpose of the text was to show the readers the ideas of the authors day in their working life and everything he tries to acheive but also the obstacles that come with it because it isn't easy every day and can't be the same everyday either.

TEXT B

In this poem the writer tells us about a day in their working life.

Thinking realistically

Wake up I said to myself
and gaze at the glorious dawn
as the sun unrolls a flashy carpet
right across the harbour
and almost onto my front lawn.

Move over I then remarked
there's a stunner of a poem in this
if only I can breakfast, shower,
shave, and grab a pen
before the morning show is done.

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QUESTION THREE

Read Text C, "Our team is a waka", to answer this question.

How does the writer help us understand the experience of belonging to a team? You might consider how they have used:

- tone and purpose
- ideas about cultural identity
- ideas about leadership.

Support your explanation with quotations and examples of language features from the text.

B I U [List Icons] [Undo] [Redo] [Help]

In the text Our team is a Waka written by Ruby tui. The author used a variety of language features, some of these were code switching, and metaphor. I think the authors main purpose of the text is to give us her point of view of what it's like to be apart of the Black Ferns rugby team explaining that it's a powerful team where they all belong.

An example of code switching in the text is " Kai pai when we did something good, and "Tino Pai" when we really smoked it." This gives me an idea of the tone and purpose of the text because switching between the two languages used in throughout the Black ferns team helped me to gauge that the purpose of the text was to help us understand what the vibe is of the team is like and how they communicate with one another. This is an effective use of the technique code switching because it makes the text more interesting and helps you relate on a different level. it also helps share ideas around cultural identity, because it shows me they are proud of who they are and use their language lots of ensure they are being recognised for being Maori and keeping it something that's normal in the atmosphere of the black ferns.

A second language feature that was evident in the text was metaphor, an example of this language feature was " we paddle together." and " In our wake we leave mana." These examples really helped me to understand ideas about leadership through their team. This is because with everything they do they do it together and with pride, with Mana. This told me that the team care about eachother and that every one in that team is just as important as the others. This gives me such a good idea of what it would be like to be apart of a team like that where everyone can be who they want and feel like they have a place and no one person is on a higher level or more important.

Overall I think Ruby Tuis goal and purpose of this text is to provide us with feelings about their team and give us her perspective of being a member of the Black ferns and how much it means to her.

TEXT C

In this extract, the writer talks about being a member of Aotearoa New Zealand's women's rugby team, the Black Ferns.

Our team is a waka

Our team is a waka, and we leave mana in our wake.

True leadership is the opposite of individualism, the opposite of one person standing above the rest. It's an encompassing, inclusive thing.

I never like the top-down way of leading.

The thing about Māori and Sāmoan and other Pacific cultures is: everything's for the family. So if this team becomes our family – a family outside of our family – we will do just about anything for

Achievement

Subject: English

Standard: 91927

Total score: 11

Q	Grade score	Marker commentary
One	A4	<p>The response identified two clear aspects, and the candidate explained their relevance to the question.</p> <p>The effect of the examples on the reader was clearly described, which showed how the specific language created the meaning.</p> <p>The two language features were discussed independently of each other. For a higher grade, these examples could have been discussed together in more detail.</p>
Two	A4	<p>The response identified a range of aspects which addressed the question. The candidate linked the language to their own personal response which helped to demonstrate an understanding of how the language has created meaning.</p> <p>For a higher grade, a more detailed explanation of how the specific language creates meaning could have been given.</p> <p>The details are discussed independently of each other. These examples could have been discussed together in more detail.</p>
Three	A3	<p>The response gave two clear aspects from the text and provided a detailed explanation of the effect on the reader.</p> <p>The explanation of the language addressed the question by implication, but lacked the specificity required for a higher grade.</p>