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91927



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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.

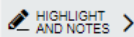
Check that this booklet has pages 2–8 in the correct order and that none of these pages is blank.

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.

Excellence

TOTAL 22



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 fictional text "School cross country", the writer helps us understand the boy's experience of the race as being one of challenge and hardship, yet also being one of fierce and of suspense. The writer does this by using the language features adjectives, verbs, short sentences and tone.

Firstly, the writer helps us understand the determination and fierceness of Truce using the mood of the text to convey this to us. It is shown that this boy is extremely determined to finish this race and put his families name in the board of kauri that sat atop their town hall. The use of adjective to describe Truces eyes as "**wild**" and "**fiery**" conveys to us that the boy is determined. The use of "**violent**" to describe Truces sprint also reinforces this idea. This shows us that Truce is the type of person to not back down, no matter how many times he fails, he will always pick himself back up and try again. This idea of determination is further emphasized by the use of verbs. On line 20 to line 21, Truce gets his gumboots buried in mud, however, he doesn't let it bring him down. "**Truce wrestles himself from the earth, leaving his gummies buried behind him. There is no time to waste.**" This action of "**wrestling**" himself out of the ground and leaving his gumboots "buried" tells us that Truce is determined to win the race, and that means wasting no time trying to get the gumboots out when he can just leave them behind. This reaction tells me that Truce is a boy of sheer will and commitment, doing whatever it takes to get his family name on the kauri board and make his koro proud. This can be a lesson for all of us who aim for goals that are hard to accomplish. All we got to do is to stay determined, and reach those goals through hardship and perseverance. These two language features come together to help us understand that to reach your goals, you must have determination and drive. No matter the goal, if it is something you really want to reach, then you shouldn't give up trying to reach it. A bit of perseverance and determination can get you far. Every step you take, every obstacle you overcome, it will bring you closer to your goals then ever before. That is the importance of determination.

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.

"Koro's watching you."

Putting his family name in the record books is all he could think to do to honour the old man. Their name will be carved into the board of kauri

Secondly, the writer helps us understand the struggles the boy has overcome to reach his goals using ideas about motivation for success. On line 27 to 28, the short sentences are introduced. "*Still Truce sprints a violent sprint. He has a point to prove. Adults to disappoint and a kauri board to carve his family name into.*" These short sentences show us the motivation for his determination. He wants to prove his point. He wants to prove the adults wrong. He wants his family name to be carved into the kauri board atop the town hall. And he isn't stopping for no one. This is some inspiring material that can encourage others to keep pushing towards your goals, no matter how hard they are or impossible they seem. Prove everyone wrong. This idea is further emphasized using the tone of the last line of the text. "*Koro watched me break the record.*" This line gives off a triumphant tone, the payoff to the story. That everything that Truce did had lead up to this. This sense of pride for Truce gives us a valuable lesson, that if you keep trying and persevering, you will eventually succeed. These two language features come together to help us understand the importance of getting back up after falling down. This story tells us the journey of a boy who had achieved his goal. He had overcome many obstacles, subverted peoples expectations, all because he never gave up. No matter how many times he fell down, whether its from failing a previous race, or getting his gumboots stuck in mud, he got back up and continued. This impressive display of determination is what got him to reach his goals in the end, after everything he went through, he was triumphant. Perhaps this story can inspire others who have been set back by obstacles or adversaries in the way of their goals as well.

Page 2

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", the writer helps us understand how interruptions affect their work day using many language features such as adjectives, verbs, stream of consciousness and metaphor.

Firstly, the writer helps us understand how these interruptions had exhausted the writer using the mood of the writer. In the fifth paragraph, the writer uses many negative adjectives to describe his mental state after the interruptions had finished, such as "**desperate**", "**sulking**" and "**pulling**". This conveys to us the mood of exhaustion or misery. This tells us how much of a problem these interruptions were to the writer. How much of a hassle it was to solve all these problems, and then feeling sad that they didn't even get to finish their poem. This idea is further emphasized when the writer finds a solution to this problem next time it happens. In the final paragraph, the writer uses verbs to describe what his next course of actions would be next time interruptions happen again, they would be "**blocking** their ears, **shutting** their eyes and **imagining** flawlessly what's really going on." This tells us that the writer does not want to experience these interruptions again as they caused him nothing but grief and misery. These two language features come together to help us understand the struggle of balancing work and distractions and the misery it can make you feel. It is difficult to not get swept away from your task from interruptions that seem out of your control. These take all your time and leave none for what you actually want to do. This can make you feel miserable. However, perseverance is key. No matter how many obstacles life throws your way, you must persevere through them, and eventually, you will complete your goals. No amount of interruptions and distractions can stop you if you keep pushing forwards. It might take a while, but you will complete your goals. You may get distracted, you may feel like you wasted too much time, but do not fret! You must stay determined, you must push on. This is what the writer is trying to help us understand.

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.

Right I answered when I'd
finished all that, let's get cracking,
pass me some paper and stand aside.
Then came two telephone calls
and a chat with a courier

Secondly, the writer helps us understand the struggle of completing tasks in the face of adversity using the impact of other people. On line 14 to line 20, the writer gets distracted from people who distract him from his main goal of finishing a poem. *"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 followed by a desperate coffee then a reply to a letter on a matter of tax and by this time the sun was sulking and pulling a pillow of cloud over its head."* This extremely long sentence is a language feature called stream of consciousness. The long rambling of this sentence suggests that this all happened in a rush, making it seem as if the morning had turned to evening in a short period of time. This tells us that these encounters had taken up so much time, and left no time for the writer to actually progress through his goal of making a poem. This ramble can also be turned into a metaphor. The metaphor for how life can distract you from your goals, sucking up your time and leaving none for you to complete your goals. The people distracting the writer can be interpreted as many things that can distract you, such as video games, or social media. The point being that you should always balance your work and your other stuff evenly to get the most out of your day. These two language features come together to help us understand the struggle of getting back on track when faced with interruptions and distractions. We all hate it when we get distracted with something, then when we finally focus on the main task its already too late. Many people either do this willingly (i.e : procrastination) or unwillingly, such as what happened with the writer. This is a natural thing that happens with most people, and most have different ways of fixing this problem. The best thing to keep in mind is to balance the work with the distractions. Set a time for when you do work and when you don't, don't answer calls unless necessary, take breaks, etc. It's all about organization. The more organized you are, the less problems with distractions you will have.

Page 3

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 ☰ ▼ ☷ ▼ ↶ ↷ ⓘ

In the non fiction text "Our team is a waka", the writer helps us understand the experience of belonging to a team as being one of family, closeness and camaraderie using the language features hyperbole, metaphor, listing and conjunction.

Firstly, the writer helps us understand how the team think of each other as family using ideas about cultural identity. On line 17, the writer says that while she isn't maori by blood, she still feels part of them. *"I don't have a drop of maori blood in me, but man I felt New Zealand"* This use hyperbole to describe herself as not only feeling part of the team, but also part of the country as well, shows us just how close this team has become. This tells us that this team consider each other and themselves as part of this great country, whether related to the people by blood or not. This is further emphasized with the use of metaphor. This metaphor is found on line 8, when the writer describes their coach taking that maori identity, the trait of doing anything for family, whether blood related or not, and putting it into the heart of the team. *"Our coach took that Maori identity and put it at the heart of the team, totally culturally accepting and welcoming to all."* This further proves the point that the team think of their team as family, as one of their own. That no matter how different they are to them from the inside and out, they would treat each other with respect and compassion. These two language features work together to help us understand how important family is, especially to a team. A team should feel like more than just a bunch of people working together to meet their goals, it should feel like a group of which you belong. A team should be a group of which everyone is equal, no matter how culturally different or ethnically different you are. A team should be a group where you feel safe, loved, wanted or belonged in. That is what a true team should feel like.

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 it.

Our coach took that Māori identity and put it at the heart of the team, totally culturally accepting and welcoming to all. He used te reo when he coached us, but more than that he connected us

Secondly, the writer helps us understand how important teamwork is to the team using ideas about leadership. On paragraph 2, or lines 2 and 3, the writer comments on what she thinks true leadership is. *"True leadership is the opposite of individualism, the opposite of one person standing above the rest. It's an encompassing, inclusive thing."* This tells us that an ideal leader is one that stands with the team, rather than above them. This shows that the writer, and most likely the team, believe that the leader should be one that works with the team and encompass the important values, the core ideals, of the team. This can be seen with the coach on lines 9 and 11. *"He used to reo when he coached us, but more than that he connected us to something that's a whole lot bigger than rugby - so we could represent not ourselves as individuals, but our culture and our ethnicity."* This use of listing to list the things they represent shows us the core values of the coach and the team. If we take this as an example of a true leader, we can see that the coach treats the team as equals, no matter what culture they came from, as well as make them proud of that fact. He encourages them to represent their cultures, their ethnicity, the people they really are. This gives us an example of a true leader. This is further emphasized with the use of the conjunction, comma on lines 14 and 15. *"We paddle together, our strength nothing without the other."* This conjunction tells us why they paddle together, because they are nothing without each other. This display of teamwork fits in well with the idea of leadership, that everyone is equal. These two language features work together to help us understand the importance of teamwork and equality, and how these qualities are reinforced with a good leader. A true leader is one with the team, not above, not below. A team is just as important as the leader, and vice versa. A team is nothing without the teamwork and camaraderie of its individuals. A true leader also should encompass the values, the core beliefs, of the team. They should encompass the drive of the team, the soul, the heart, the spirit. That is what a true leader is.

Excellence

Subject: English

Standard: 91927

Total score: 22

Q	Grade score	Marker commentary
One	E8	<p>The short introduction clearly identified the response to the question and the author's purpose which then focused the response.</p> <p>The explanation of the aspects was thorough and detailed, showing a perceptive understanding of the effect of the language.</p> <p>The identified aspects of the text were discussed together through the paragraphs, and the wider contexts were clearly linked though the discussion of the language to the author's purpose.</p>
Two	E7	<p>The response used a range of aspects to respond to the question.</p> <p>The aspects were discussed together and clearly showed the connection between them. The explanations became perceptive though the detailed explanation of the effect on the audience.</p> <p>The wider context was discussed throughout the response; a more secure Excellence would have linked this more clearly to the question.</p>
Three	E7	<p>The short introduction clearly identified the response to the question and the author's purpose which then focused the response.</p> <p>The effect of the aspects on the audience was well explained; a more secure Excellence could have developed the analysis of the specific language more thoroughly.</p> <p>The identified aspects of the text were discussed together through the paragraphs, and the wider contexts were clearly linked though the discussion of the language to the author's purpose.</p>