

No part of the candidate's evidence in this exemplar material may be presented in an external assessment for the purpose of gaining an NZQA qualification or award.

SUPERVISOR'S USE ONLY

1

91927



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

☐

+



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.**

Merit

TOTAL 15

## 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

The text School Cross Country describes the experience of breaking the record for a school event, surpassing the expectations set on yourself and proving others wrong. To leave a strong message with the reader, the author uses mood, and shows ideas about motivation and identity.

The author uses specific phrasing and language features to communicate the mood of the text to the audience. An example of this is in the line: "*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.*" This line gives us a good idea of the tone the author is trying to convey, it shows us the determination that drives the boy. From this line forward, the text feels intense, like we as the audience are racing with Truce, we too are pushing to beat the record. Another line adding to this atmosphere is: "*A hot sun beams down on the ones still running, the clouds cowering at the edges of the earth. They wouldn't dare block it's view. None but Maui has gone against it and lived to tell tale. And even he had to catch it early - before it could clear the sleep from its eyes.*" This line shows us the pressure Truce feels to break the record, even the sun is watching intently through use of personification, making the sun seem like a powerful person overseeing the event. This intense tone is held up to the last line, "*Koro watched me break the record.*" This line feels more celebratory than the rest, it shows the success Truce found at the end of the race.

### 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.

In this text, the ideas of motivation and success are very clearly laid out for the reader. The author uses lines that show us why Truce is doing this, why he wants to break the record so bad. An example is the line: *"Over and again, he hears a voice speak. 'Koro's watching you.'"* Truce is doing this because he knows he isn't just doing this for himself, he is doing it for his grandfather. There are other lines later that clear up this one a bit more, including: *"The racers have already fallen from sight,"* and: *"Truce's koro keeps an eye on his grandson, wondering where his gumboots have gone and quietly proud of the effort etched into his expression. What's a record to an old man anyway?"* The fact that Truce can't see any of his competitors anymore shows that he is alone, so he can't have actually heard a voice telling him this repeatedly. Instead, it is something he is telling himself. He wants to break the record for his grandfather, and is using it as motivation to keep going. He doesn't care about the record though, shown in the last section, *"What's a record to an old man anyway?"* However, he is proud of Truce regardless, proud of how hard he is trying to achieve his goal.

A strong theme in this text is the idea about identity, and solidifying your name in history. It is the purpose that drove Truce to run, to break the record. This is shown in the line: *"Putting his family name in the record books is all he could think to do to honour the old man. Their name carved into the board of kauri that sat atop the town hall. They will be remembered like his ancestors will be remembered. Through chisel and wood."* Truce wants to ensure that his family is remembered, as a show of respect towards his grandfather. By breaking the record, he would have his family name carved in wood and displayed for all to see, for as long as the wood remains they will be remembered. This line is one that shows the sense of pride in this fact, strong enough for the audience to feel some of it for themselves.

The author efficiently uses the mood and ideas about motivation and identity in this text to show the reader the feelings that come along with the experience of breaking a record, for the honour of your family.

## 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

The poem Thinking Realistically shows the audience the experiences of the author, of the distractions that interfere with an otherwise productive day. The author uses the mood, ideas of goals and achievements and messages about the impact of others to tell us about this concept.

The mood of the poem is set in such a way to show the degradation of the authors will to work, of their optimism and hope for a good productive day. Lines exemplifying this include the two references to the sun, "*and gaze at the glorious dawn as the sun unrolls a flashy carpet right across the harbour and almost onro my front lawn,*" and "*by this time the sun wass sulking and pulling a pillow of cloud over its head.*" These lines show how at the beginning of the day, the author was hopeful for a good day but by the end had lost faith in getting anything done, reflected in their perception of the suns movement. The author uses personification in both, giving the sun human characteristics to show the emotions better. It seems so cheerful when it is rising, but is almost disappointed in the author as it sets hidden by the clouds. Another line that helps enhance the mood is: "*So much for good intentions,*" showing that the author is also disappointed in themselves, they had set out with the intention of getting their work done but clearly it had not been enough.

### 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

what'd come to the morning and dawn

This poem starts out by showing us that the author had every intention of doing as much work as possible, but sometimes achieving the goals you set isn't as easy as it may seem. The idea comes with the line: *"Right I answered when I'd finished all that, let's get cracking, pass me some paper and stand aside."* Not only did the author want to get work done but they were confident that they would and that it would be good, telling us to set them going and watch as everything falls into place. It is shown to us that this didn't exactly happen by the end, with line like: *"So much for good intentions. From now on I shall start the day by blocking my ears shutting my eyes and imagining flawlessly what's really going on."* The author knows that their goals were not achieved, and has made more unrealistic goals to try and achieve it next time. It is a desperate move, attempting to shut out the rest of the world just to get some work done.

The author tries to show us that the distractions keeping them from their work were not only their fault, but was influenced by other people interrupting them. Lines showing this are: *"Then came two telephone calls and a chat with the 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,"* By using listing, the author shows each and every thing that kept them from their work in a way that drags it out, it just keeps going. This shows how they feel about it, how every time they try to start something else comes up just to get in their way.

The author uses the mood of the text, ideas about achieving goals and the interference of others to show to the audience how it doesn't matter what goals you set if you are too distracted to complete them.



## 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

The text *Our Team is a Waka* describes the experience of being a member of a close team, being a part of such a group. The author does this using the tone of the text, and ideas about cultural identity and leadership.

The tone of the text is set early, being that the author is proud to be a part of this group and that it is a welcoming place where all are included. This is shown through lines such as: *"Our coach took that Maori 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 to something that's a lot bigger than rugby - so we could represent not ourselves as individuals, but our culture and identity."* The team is shown to be a place where culture and beliefs are not only accepted but allowed to thrive, even encouraged to. Another line showing this is: *"I don't have a drop of Maori blood in me, but man I feel New Zealand, part of this powerful team culture that we were creating together, where people can be themselves and still belong."* The culture and identity of the team are not reserved for only those who are most closely tied to it, instead any can be a part of it and feel like they truly belong no matter who they are.

It doesn't matter who you are or where you come from, the author shows that anyone can take part in the culture of the team and belong. This is shown in the line: *"'Tahi, rua, toru' were our calls, our haka full of expression for us, of respect for our opponents, of love for all who love us. 'Ka pai' when we did something good, and 'tino pai' when we really smoked it."* The author, despite saying previously they have no personal relation to Maori culture, is still heavily involved in the application of it within the team. The author also uses slang to tie the reader into this feeling of inclusivity, with phrases like 'smoked it.' Another line adding to this idea is: *"We're all different people, but what you're seeing is the team culture that we've built, and that's a real thing."* This further strengthens the idea that the team is has strong connections within itself, everyone belongs and has their place.

### 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 Samoan 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

The author talks about their perspective on leadership in this text, and how it is an important aspect of any team. A line showing their thoughts is: *"True leadership is the opposite of individualism, the opposite of one person standing above the rest. It's an encompassing, inclusive thing."* They say that leadership should be about everyone, not one person commanding the rest. There can still be one person in charge, just as long as they use such a position to bring everyone else up to a higher level than they were at previously. Leadership should be about bringing out the best in your team, not using their skills to further your own goals.

In this text, the author uses the tone and ideas about cultural identity and leadership to portray to the audience the idea of what a good leader is, and how they should be making the team better, leaving everyone feeling like they are a part of something.

## Merit

**Subject:** English

**Standard:** 91927

**Total score:** 15

Q	Grade score	Marker commentary
One	M6	<p>This response used a range of aspects from the text to address the question and develop an understanding of the intended effects.</p> <p>The explanation of the language identified specific language features and provided detailed analysis which became convincing. The effect of the language was clearly linked to the question.</p> <p>The candidate clearly stated the author's intention in the introduction, and showed the examples working together by linking them to the same ideas throughout the response.</p> <p>A clearer focus on wider context or purpose for the text could have moved this response to E7.</p>
Two	M5	<p>This response used a range of aspects from the text to address the question and develop an understanding of the intended effects.</p> <p>The explanation of the language identified specific language features and provided detailed analysis which became convincing. The effect of the language was clearly linked to the question.</p> <p>The introduction clearly responded to the question and the examples were linked to this idea. A more secure Merit response could have provided more detailed explanation of how the language created this idea.</p>
Three	A4	<p>This response used a range of aspects to respond to the question.</p> <p>The introduction addressed the question in a general manner.</p> <p>The explanation of the language clearly identified how the ideas of the text were created. The aspects were discussed individually, without a clear connection to each other.</p>