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91100



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Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Level 2 English 2025

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 2–11 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 12

Page 1

Make sure you have the paper Resource Booklet 91100R.

QUESTION ONE: Poetry

Refer to Text A, "Dig Deep!", to answer this question.

Analyse how the poem explores the idea of communication.

B *I* U ☰ ∨ ☰ ∨ ↶ ↷ ⓘ

The person the author is writing about is a sportsman who also writes poems. This poem explores communication through an extended metaphor that compares poetry to sports. The person being rung on the phone in the car may not have any actual experience with writing poems. However, they may possess other attributes like attitude and discipline which may still influence the person to complete their poem to a high standard. We can assume the person in the car has some level of discipline as he drives to Palmestern North and back three times each week just for basketball. The driver continues to use short sentence answers which have no relation to what he is being asked. "Jo, we got you. You got this. You're my MVP". He is using possibly the only form of communication he knows, sporting communication. In sports, especially team sports such as basketball, communication is everything. And we can assume that with the way he is talking, he is extremely good at communicating with his fellow teammates on the basketball court. Perhaps the poet is calling his teammate instead of someone with knowledge in this area because he thinks that this person's experience with communication on the court will help him communicate what he is thinking into words to put on paper. Overall, I believe that communication is the key to so many things, and it can be translated across different topics to help anybody do anything. Text A is an example of how the poet is using irrelevant words given to him to express himself in the best way possible within the poem he is currently working on.

Page 2

QUESTION TWO: Prose

Refer to Text B, "The boy with the long hair", to answer this question.

Analyse how the writer explores the idea of being an individual.

B *I* U ☰ ▾ ☰ ▾ ↶ ↷ ?

The writer explores individuality in Text B when the boy has personal thoughts of cutting his hair short to blend in with all the other boys. He, however, decides not to do this and to keep his "mark of distinction". The boy also states that he doesn't particularly love having long hair. In fact, for some of the first paragraph and most of the second paragraph, he is just stating the negatives of having long hair. However, he justifies his decision to keep it in the last paragraph: "If I surrendered... all my suffering to that point would have been in vain". An alliteration was used at the beginning of Text B. The quote, "compulsory crew cut", expresses how the family the boy was raised in allowed their children to do as they pleased with their hair and express their own individuality. Another alliteration was used in the final paragraph, "Stockholm syndrome", which explores the idea of being an individual, because the boy got ridiculed due to his appearance in the beginning, and he now doesn't want to allow them to feel as if they got under his skin. Overall, being an individual means that you aren't just mixed in with others like a mob; certain characteristics make you you. I personally believe that maybe 50 or 60 years ago, the idea of being different was suppressed and frowned upon. But as time has gone on, I know for certain that people are recognising that they might be different from their peers and they are embracing it, rather than just doing what everyone else is doing for once.

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QUESTION THREE: Non-fiction

Refer to Text C, "Beyond the Rubik's Cube", to answer this question.

Analyse how the writer creates a sense of excitement.

B *I* U ☰ ∨ ☷ ∨ ↶ ↷ ?

In text C, the writer creates excitement for the reader when "an audience stood". The word 'stood' shows that the crowd gathered to watch Feliks while standing, which shows that they're too excited to spectate the solve and don't want to miss watching it firsthand. The text adds that the audience stood on tables and chairs and even hired skybox viewing areas to get higher ground in order not to miss the moment. A hyperbole was also included when "the audience erupted", soon after Feliks had set the cube down and stopped the timer. More excitement is created by the writer when a metaphor is introduced: "his fingers disappeared in a blur of activity". Zemdeg's fingers are being compared to a blur, which can indicate something moving extremely fast, and therefore, the audience can now assume that it is going to be a fast solve, adding to the excitement.

Achievement

Subject: English

Standard: 91100

Total score: 12

Q	Grade score	Marker commentary
One	A4	The response demonstrates an understanding of communication and the mismatch between the two people. While the extended metaphor is identified as the key language feature, the analysis also appropriately notes how syntax is crafted to illustrate the lack of communication and the resulting mismatch.
Two	A4	The response demonstrates a clear understanding of the expression of individuality, with well-chosen evidence used to build engagement with the text's key ideas. Effective generalisations about self-expression in the conclusion reinforce the purpose of the examples drawn from the text.
Three	A4	The response unpacks the mood of the crowd showing excitement with the metaphor of 'blur' and fast pace. There is a good understanding of how the mood of excitement has been crafted by the writer's use of vocabulary and hyperbole.