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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.

Excellence

TOTAL 21

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     

In the text, 'Dig Deep!', the poem explores the idea of communication, and how through sharing ideas and advice, team-work and communicating well with the people around us, can lead us to success when we are struggling by ourselves.

In the text, the writer uses colloquial language, slang, and metaphors to highlight the different ways people communicate, and the different wavelenghts and approach the two charecters are on both in terms of writing the poem, and conversing. The speaker states the metaphor "Please! The pantoum is too mathematical", comparing the poem to being hard and challenging like people often find math to be. This creates a sense of panic and stress. In comparision, the freind responds in the poem with "Ooosh bro, take it easy, its a marathon, not a sprint" which uses colloquial language and slang to highlight the different ways people communicate and handle situatouns. This peice of dialouge shows through the colloquial language of "take it easy" and the slang of "Ooosh bro", that freind of the speaker is communicating calmly, and is not stressed or worried like the speaker is. The colloquial language creates a sense of freindlyness, peace, and calm, and the slang of "Ooosh bro", highlights how this charecter is not struggling with writing the poem. The contrast between these two peices of dialouge dont just highlight the diffeerent ways the charetcters are approaching the poem writing, but also highlights the different ways the charecters approach communicating with one another. The speaker communicates stressfully, and quickly, whilst the freind communicates calmy and in a freindly and relaxed manner highlighted through colloquial language and slang.

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 ☰ ∨ ☷ ∨ ↶ ↷ ⓘ

In this extract from a memoir, this text "The Boy with the long hair", explores gender normalities and societal expectations through language techniques as the writer reflects on his experience of being a boy with hair grown long. The writer explores the idea of being an individual, and the importance of identity, especially in a world where social norms are the standard.

In the text, the writer uses verbs, adjectives, and connotations to describe his haircut, in order to compare it to what society expected of him as a young boy. In the text, the writer states that his mother did "hack a wide, crooked fringe", which made it "more emphatically girlish". The use of the verb "hack" and adjective "crooked", explores how the writer does not reflect on the haircut as looking great, which is a reflection on the beauty standards of society. These words have negative connotations, associating the haircut to being 'do it yourself' project, with little thought or care gone into it. In comparison with the adjective of "girlish", it begins to create an atmosphere of negativity around the haircut looking "girlish", as it has negative connotations as a boy to have a haircut that looks more feminine than masculine as society is used to long hair for girls, and short hair for boys. By associating a haircut with "hack" and "crooked", with being "girlish", the writer begins to explore the confusing experience of being an individual, and how for a young kid growing up in a society that is so heavily focused on beauty ideals, standards, and gender norms, it's easy to find yourself putting yourself down when you don't fit the expectations. The 'bad' haircut itself being described doesn't appear to be the issue, but more so the 'bad' haircut being associated with being "girly" is what the writer struggled with on reflection. This is used by the writer to comment on the insecurities that can be created due to not fitting society's mold, insinuating that identity can be a confusing thing for an individual to find, and it can be hard to be a confident individual when your identity is unconventional and doesn't align with typical beauty standards and expectations. Through this, the writer encourages the reader to be more open to not feel confined to the beauty standards that society often places on us, in order to be more inclusive to all who are going through the confusing idea of being an individual with their own identity.

Further in the text, the writer uses listing, verbs, and

connotations to explore deeper into the confusing experience of being an individual, and the grief you may experience for not aligning with society's expectations. For example, the text uses a long list of "It ended up in my mouth when eating; it blew in my face when riding a bike or walking in the wind; I grew bored of being asked, "Are you a girl or a boy?"; and I didn't much like it when a few months after I started school a large Year 3 boy ambused me on my way home and ordered me to drop my pants to clear up his confusion".

This long list holds many negative verbs with connotations that associate the experience of being an individual with an identity different to society's normal stereotypes results in grief and unfortunate events. For example, the verb "blew in my face", the adjective "bored" and the verb "ambused" are all words that highlight the negative connotations that come with having long hair for the writer, partly because he didn't fit society's beauty standards. The writer uses this list of negative verbs and adjectives with negative connotations to explore the harmful and detrimental experiences that come with figuring out your identity as an individual in a time period where the way you look can change the way people treat you. The writer challenges society to be more inclusive to individuals figuring out their identity, as it's a confusing and long task, essential for personal growth. The writer encourages the reader and wider society to be more open to people figuring out their individual style and identity, as pressuring or harming them can cause them to retreat back into their shells, or view their differences as a weakness rather than a strength.

Page 3

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 the text "Beyond the Rubik's cube", the writer creates a sense of excitement as he explores the Rubik's cube speed-solving competition, and the people who are involved, including the winners.

In the first paragraph, the writer uses nouns, verbs and metaphors, to create an atmosphere of excitement around the Rubik's cube competition. The writer states "an audience stood, precariously, on tables and chairs, or peered down from skyboxes". The use of the noun "audience" and verb of "stood" begins to create a sense of excitement, as it communicates to the audience that there are many people interested in this event, and it's something that has fans, so therefore must be exciting and interesting which hooks the reader in. The use of the verb "peered" and noun "skyboxes" insinuates that the competition is taking place in a sports arena, once again alluding to the fact that there must be a lot of people watching, and that people are willing to spend money to watch this event take place, creating a sense of excitement and build up of energy. Furthermore, the metaphor of "his fingers disappeared in a blur" creates a sense of excitement, as the verb "disappeared" leads the reader to believe that the Rubik's-cube solving competition was fast-paced, unbelievable, and exciting to watch. This challenges the audience to be more open to watching things that we may not usually pursue because we have assumptions and stereotypes placed on them. The writer encourages the reader to get more involved with other sports and wider society.

As the text continues, the writer uses juxtaposition and personification to begin to challenge stereotypes around the type of people who compete in these competitions, creating a sense of excitement as it leads the audience to believe the sport is growing, changing and becoming more inclusive for all. For example, the writer uses the quote "If you look at the top, there are actually, like, no nerds at all. Like, me, Felix, Cornelius - we are not nerds". The juxtaposition of "top" and "nerds" challenges the reader's perception of this competition, as we often associate events like these with being 'nerdy' or more academic rather than something exciting and competitive to watch. The writer does this to show the reader that in fact this competition is not nerdy, but is actually made up of gifted and talented people who make an interesting and exciting competition. The personification of "Like me" and "We are not nerds", to further re-inforce this, leading the reader to believe that

the winner is not a nerd, as well as all the people at the "top". This leads people away from the idea that this competition is "nerdy", as the writer begins to convince them that actually, this competition is exciting and fierce. This challenges the reader, and wider society's tendencies to create stereotypes, as we make assumptions on how exciting something is based on what we see in media, and the type of people we associate with certain events. The writer uses this to show that the Rubik's cube competition is a competition for all, creating a sense of excitement that it's not just nerds, but also competitive and entertaining people that compete.

Excellence

Subject: English

Standard: 91100

Total score: 21

Q	Grade score	Marker commentary
One	M6	The response unpacks the idea of miscommunication between the two characters. Evidence from the passage is used well and the contrast is explained clearly.
Two	E8	In this response, evidence is woven to seamlessly support and develop ideas, demonstrating a clear understanding of how the text is deliberately crafted and how these choices shape the reader's response. The analysis clearly illustrates the author's intent, with perceptive discussion of word choice and connotations that explain how meaning and style are constructed.
Three	E7	The response shows an understanding of how the text is crafted, though this is not explored as consistently or perceptively as in Question Two. It analyses the stereotypes associated with "nerds" and the excitement of the competition, linking these ideas to the text's purpose.