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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.**

Merit

TOTAL 18

## 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 poem, "Dig Deep!", the author, Joanna Cho, uses language features to show her struggles in communication with her partner.

The author uses enjambment to show disarray in her communication with her partner. In lines 26-27, the author uses enjambment in conjunction with first person pronouns to show her struggles in communication.

"I say, 'I *am* working hard! I just need someone to talk to"

The enjambment between 'someone' and 'to' creates a sense of unease and imbalance to the text, sentences are running off the page and spilling over to the next line. This can be compared to her inability to communicate well with others. Here, the reader can relate to the main character through the feelings of disarray caused by the enjambment. Additionally, in this same line, first person pronouns are used to allow the audience to relate to the main character more. the use of the word "I" allows the audience to recognise the author speaking for themselves. No one can speak from their heart better than she can. The implementation of first person pronouns is essential in this context as it allows us to relate and empathise with the author more.

The author also uses words with negative connotations to display her inability to communicate.

"There is a moment of silence, only the sound of the car rushing on like water." The word 'silence' carries negative connotations such as death, funerals, or loneliness.

Through incorporating this word to describe her situation, these negative connotations come to the readers mind and the reader now realises her silence is undesired. Now the reader is more likely to understand and empathise with her situation. Additionally, in this same line, the author uses a simile to compare the sound of the car to water. The car fills this silence and is all she can hear. By comparing the sound of the car her partner's in to water flowing on like a river. The reader can make the connection that she is saying the silence is like a river. Essentially, shes saying like a river, the silence never seems to end, further reinforcing the idea that she struggles with communication.

Instead, her conversations are often filled with never-ending silence.

Through purposefully implementing language features throughout this poem, the author is able to further explore the idea that she finds it difficult to communicate with others, in this context - her partner.

## 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 the text, "*The Boy With the Long Hair*", by Adam Dudding, the author uses language features to explore his struggles in expressing his individuality while having long hair.

The author uses listing to portray his struggles of having long hair. "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... confusion". Through incorporating this listing, the reader can easily comprehend the struggles the author faced with his long hair in a simple, concise listing. This helps the author achieve his purpose of getting the audience to understand the struggles of self expression in having long hair as a boy. Additionally words with negative connotations are seen in conjunction with this listing to further show the struggles of self expression. "... a large Year 3 boy **ambushed** me on my way home". The word 'ambush' carries with it negative connotations of violence, destruction, and anger. In pairing these words with negative connotations with this listing, the audience can further recognise how the effects of him expressing himself are undesirable and causes self-conflict.

The author uses first person pronouns to allow the audience to relate to him more. The anecdotal incorporation of first person pronouns "I" means the audience can believe and empathise with the author more. As he tells these stories first hand using "I", the reader believes the story as it's coming first hand, and the author is able to use more emotive language as he can personally recollect his own story.

The author also uses emotive language to explore the idea of struggles with expressing individuality. In saying his experiences in having long hair were like 'suffering' in the line "all my suffering to that point would have been in vain.", the audience can empathise with the main character more as the word suffering brings about an emotional response in the reader as it carries strong emotional value.

In using a wide range of language features, the author makes sure his message of how he has struggled with having long hair can be put across to the reader more clearly. The audience is able to empathise and relate to the main character more in his struggles with self expression.

## 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 author uses language features to portray a sense of excitement within the text.

The author uses metaphors to create a sense of excitement within the text. "His fingers disappeared in a blur of activity." This metaphor shows the freakish speed and dedication he has to solving this cube. By likening the speed of his fingers to a 'blur', the audience can visualise a flurry of fingers solving a cube, creating a sense of anticipation and excitement.

The author also uses words with positive connotations to create a sense of excitement. "The audience erupted". This word "erupted" carries connotations of craziness and chaos. By making the reader associate the word erupt with the audience going crazy and chaotic, the reader can make a connection in the fact audiences only really 'go crazy' in moments of high tension and excitement.

Additionally, in this same line the author also uses personification to show excitement within the text. "The audience erupted, nearly drowning out the announcer." The sound of an audience can physically drown someone out, so the reader is forced to think. The sound of the audience is enough to overcome that of the announcer. This clever passage of personification means the audience can visualise the audience erupting in commotion and being so loud it's like the announcer is drowned in the noise. This creates a sense of chaos and excitement about this text.

In carefully implementing language features, the author can more easily portray a sense of excitement to the reader, further reinforcing the purpose of describing exactly what it would have been like sitting in that room at the time he solved that cube.

## Merit

**Subject:** English

**Standard:** 91100

**Total score:** 18

| Q     | Grade score | Marker commentary  |
|-------|-------------|--|
| One   | M6          | The response demonstrates a clear understanding of the specified aspect of the question. Language features are used to support each idea, identifying “struggles in communication” as a central focus of the analysis, alongside “inability to communicate”.                                     |
| Two   | M6          | The response presents a convincing analysis of the text in relation to individuality and identity. It makes well-supported connections between the negative connotations of word choices such as “ambushed,” linking them to violence, and to themes of self-expression struggles and suffering. |
| Three | M6          | The response shows how the writer creates excitement through word choices such as “blur,” with connotations of chaos, generating high tension and excitement. The ideas are convincingly unpacked and clearly linked to the cumulative effect of techniques on the reader.                       |