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91474



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Mana Tohu Mātauranga o Aotearoa  
New Zealand Qualifications Authority

## Level 3 English 2025

### 91474 Respond critically to significant aspects of unfamiliar written texts through close reading, supported by evidence

Credits: Four

Achievement	Achievement with Merit	Achievement with Excellence
Respond critically to significant aspects of unfamiliar written texts through close reading, supported by evidence.	Respond critically and convincingly to significant aspects of unfamiliar written texts through close reading, supported by evidence.	Respond critically and perceptively to significant aspects of unfamiliar written texts 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 91474R 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 10**

# Page 1

Make sure you have the paper Resource Booklet 91474R.

## QUESTION ONE

Refer to Text A, "Lippy", to answer this question.

Discuss the ways in which storytelling is explored in the passage, referring to at least TWO specific aspects of written texts.

B I U ☰ ▾ ☷ ▾ ↶ ↷ ?

In the prose (text A), Lippy, the writer explored storytelling in ways in order to entertain and inform the audiences attending a public reading that was given by a young author. This is seen through the specific aspect of third person omniscient, narrative POV. This portrays the character through an objective lens, that shows the narrators as the all-knowing. This helps us understand and build engagement with the characters and the settings from a larger scale provided by the narrator. This aspect can be seen in quote "she's feeling some pressure to prove herself." uses the narrative POV of third person omniscient to show how the character feels about story telling, as the author of short stories, she feels pressure to be amazing at her job and prove to her audiences that she is able to do her job as a story teller well. This positions readers to think about how because a person is known to be good at their job, they still feel pressure to show their capabilities are worth it. This helps readers understand how the author explained ways of story telling through direct quotes

The second specific aspect writer explored storytelling in ways in order to entertain and inform the audiences attending a public reading that was given by a young author. This is done through the specific aspect of direct quote as seen in quote "I love these, they're my babies. If I read them I'd think, this is what I want to write. If a friend wrote them, I'd be super-jelly." This use of direct quotes shows her perspective of story-telling. She sees her stories as her babies. If she was to read these books, it would be things she would write about. And if a friend wrote these stories she would be ecstatic to read them. This position readers to think of how she views her story-telling from her story.

another example of direct quotes that informs the reader about how the writer explored story-telling through direct quote was "It wasn't what she said, it was the way she said it. She calmed us all down, she took all the risk from it she could, just telling them to be themselves" This use of direct quotes allows reader to get a first hand understanding of the character's perspective, building engagement and understanding. This direct quotes provided insight into how the storyteller deliver her stories. A character (poet)

describe merediths unqiues way of delivering her storytelling. It wasn't in the way she simply read her story out, but in the way she deleiver it. She ensured her audiences were all calm and then begans her story-telling. This helps readers understand how the author explated ways of sotry telling through direct quotes.

## Page 2

### QUESTION TWO

Refer to Text B, "Meteorite", to answer this question.

Discuss the ways the writer explores their emotions, referring to at least TWO specific aspects of written texts.

**B** *I* U ☰ ▾ ☰ ▾ ↶ ↷ ?

In the Text, Meteorite, the writer uses explores their emotions in order to inform and entertain the readers about the various kinds of interactions. This is done through the use of diction. Diction is the writers deliberate choice of words and is seen in words and sentences such as "feel dead" "something wrong with me" "migrine". These all have a negative connotation creating a mood of gloom and misery within the readers. This postions reader can feel their miserable state and the moetion they feel during tdifferrnt kinds of interactions. The writer explores their emotions in prder entertain and inform the readers about the various kinds of interactions.

The second specsific aspect the writer uses to explores their emotions in order to inform and entertain the readers about the various kinds of interactions is through figertve langauge; silime. This is to compare two unlike things using the words, like or as. This is seen in quote, "trying to imagine where the universe ends made me feel like my particles were bursting into something new" simelies compares the writers attempt to imagine where the universe ends to the particles of her chest tightening. This postiosn readers to think about how somethings are beyond imaginable bringing in extesinve emotions. The writer uses giguertive language to explores their emotions in order to inform and entertain the readers about the various kinds of interactions.

## Page 3

### QUESTION THREE

Refer to [Text A](#) and [Text B](#) to answer this question.

(Use the scroll bar to see Text B below Text A.)

Compare how the writers make sense of life, referring to at least ONE specific aspect of written texts used in each text.

B I U ☰ ▾ ☰ ▾ ↶ ↷ ?

To compare text A and Text B, writers uses uses the specific aspects such as direct quotes in text A and first person narrative in text B to shows how the writers make snese of life.

In text A, direct quotes is quote in quote, "I've felt like that a lot in my life, that I'm being observed: 'Look, she's so articulate; what will her next move be?' This build engagement with the readers and it given insight to the character venture into making sense of life. throughout her life, she felts as though she was being observed because of her fame of being a child storyteller. She has realised that shes is being constantly being on the lookout of her journey. The writer makes the sense of the that ones childhood achievments and abilitys often shaped pthers perceptions of you, As seen in meredeith.

Simerlity, the writer effectlving uses first person narrative POV in text B to shows the the story from the charatcers point of view, in roder to make snese of like. This aspect is seen in quote, "And my chest tightened because no, I hadn't thought about that and I didn't know but trying to imagine where the universe ends made me feel like my particles were bursting into something new, until I exhaled with a snort and did a gesture like \*mind blown\*" Here the auther use person narrative poitin of view to shows how they make sense of life. Through the characters pov, she describes how she hasn't thought about the end how the ended of the universe look. here she realises that somethings our beyond our perseption and understanding.

T texts work together to shows how the writers makes sense of life through spectif aspects such as direct quotes and first person narrative. As both quotes and first person narrative works toger to help us readers better engages and understand charaters though their minds and ideas, creating a more emotion connection and how these aspects worked together to shows the how the writer makes sense of life. The tone of the authors different text A and Text B. because the writer of text A and an optmistic tone, showing her attidue ward her subject. He made a possitive sense of life though his use of tone, this is seen in quote, "Two things about Meredith are obvious tonight. One, she's not flying solo – her career is a family affair. Two, she has this crackling quality, a blend of effusive confidence, magnetism, and spiky defiance." He presents her subject in

a positive light, showing how she made sense of life. In contrast the writer of Text B has a gloomy and depressive and somewhat gloomy tone as seen in quotes, "*I think there's something wrong with me.*" *Has my heart lost its way*, I wondered, wiping my tears, *caring about only stupid things?*" "I suspected that joy came only before or after apathy and elation usually preceded a migraine". Written in a first person narrative, the tone displayed in the quotes above shows the writer's gloomy, depressive and somewhat serious tone which is different to the author of text A that presents her response in a positive, optimistic and informative way. Overall, the author used aspects such as direct quotes, first person narrative and tone to show how they make sense of life in their texts.

## Achievement

**Subject:** English

**Standard:** 91474

**Total score:** 10

Q	Grade score	Marker commentary
One	A3	<p>The response identifies the idea that storytellers seek to entertain and inform their audience through their stories. Two aspects, point of view and dialogue (“direct quote”), are exemplified from the text to support this discussion. However, assertions about how these techniques convey Meredith’s ideas could have been explored in greater detail.</p> <p>While the discussion of point of view would benefit from greater clarity and precision, the response attempts to consider the impact of how stories are presented and how this positions the reader.</p>
Two	A3	<p>The response identifies the idea that the narrator explores different kinds of human interactions. Two aspects, diction and simile, are identified and exemplified from the text. The discussion begins to explain how these techniques illustrate the impact of emotions.</p>
Three	A4	<p>Through the aspects of direct quotes (dialogue) and first-person narration, the response presents relevant assertions of how both writers make sense of life. These aspects are exemplified with textual detail and quotes.</p>