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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.

Merit

TOTAL 16

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 sharing a story with those both in and out of our communities, we can begin to understand each other much more deeply. The writer of Text A, Lippy, believes that storytelling is about both the passion and heart that is put into the story, but also the family that stands around the author (Meredith) and their story.

We begin to understand the author's perspective on storytelling through their vivid description of the young writer reading her story aloud, stating, "Her words hustle and sing and scrap; her delivery is electrifying." The personification of the words in the story immediately draws attention from the reader. It becomes obvious that Meredith is incredibly empowered by her story and the words within, and that they are seeming to come alive, 'electrifying' the audience. This action of storytelling is not just recalling a past time or making something up, instead, passion and power are being given to the audience through the young writer. The specific choice of using the verbs 'hustle', 'sing', and 'scrap', above and beyond the alliteration drawing further attention from the reader, imply that the young writers storytelling is fast paced and truly fighting to get out of her, and this is what makes a good story, not just that she is passionate but that the words themselves seem to care about the story. The young writer claims, "I imagine there'll be... people who'll say it's too poetic." This direct speech from Meredith shows that the author believes that not only should good storytelling be passionate, but it should also be poetic, allowing the writer to tell the story she would like to tell, and the right audience will follow. In my life, I can begin to understand this idea in that it is important that the career we follow and the work we produce is truly ours, what we want to and work hard to achieve.

At the beginning and near the end, we are presented with the idea that good storytelling also requires support, family and friends standing around the writer to produce the best and most empowering results. When discussing Meredith with another writer the author states "the strength of her family... 'feeds the generosity that works through everything she does'" The direct speech is again used as a key

language feature to imply that this opinion of the author is not singular, the family that surround Meredith is key to her incredibly storytelling, as not only can she create stories from their experiences alongside her, but their strength and generosity means she can continue to support other writers in her field, improving storytelling for the whole community. This is reinforced in the quote, "She's not flying solo - her career is a family affair." With the double cliches used, the reader becomes aware of the nature of the author's belief in this idea. We are reminded of a family's power in giving individuals the strength and platform to stand up for what they are passionate about and what they truly want to achieve for themselves and their community.

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 today's world, try as we might, many people find themselves struggling to understand the world around us, and where we fit in with our communities, our countries, the globe and the universe as a whole. In Text B, a poem called Meteorite by Jane Arthur explores this experience, the persona trying to understand their emotions and experiences throughout their life. The persona understands that emotions, while they are key to our memories and experiences, are not lasting, and we should continue to enjoy our time here, despite the many challenges we face.

Near the beginning of the text, the persona doesn't care about a historical site they visited, and then, when scrolling on social media, begins to feel, "scrolling down, down,.. and I laughed until I cried." The repetition of 'down' is specifically used as it shows how many of us in this online generation are becoming more and more addicted to our devices, spending hours on end scrolling through short-form media, and forgetting how to enjoy real-life experiences. The juxtaposition of 'laughed' and 'cried' expresses, alongside this idea - while it is a common statement to use for showing extreme joy - that the persona may be using it as a metaphor for her beginning to question the emotions she receives from these videos, and whether she truly understands her emotions anymore. Many people in today's world are struggling with this balance, as the dopamine we receive from watching short-form media is so addictive that the second we go and try to enjoy other activities, we don't receive the same 'hit' of pleasure as we would on social media. This can lead to a lot of confusion for people as they begin to question, like the persona, whether their emotions have 'lost their way'.

The persona then begins to question their place in the universe, not just within their life, and their use of social media to gain emotions, but instead how much of an impact they have on the world around them. She states, "I tried to place myself in the context of the size and history of the universe. Nothing." The build-up of the first sentence and its emotive terms encourage the reader to build excitement to find out what the persona believes in and has thought about, however, the short declarative sentence of 'Nothing' immediately drops us back down, implying that the persona doesn't understand how to define herself or her experiences and emotions. After trying again and again, she eventually exhaled with a snort and did a gesture like "mind blown*." The imagery used by the author to show

the personas 'giving up' implies that, try as we might, humans do have limits. Despite our want and need to understand ourselves, others and the universe, we have our limits and simply will never be able to know everything. The persona is used to illustrate that, though we might beat ourselves up for spending too much time on social media, or not feeling deeply enough, or not understanding ourselves and our emotions, we can continue to find joy and other emotions in the small things, not worrying about everything we may not know.

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     

In both the Prose piece by Nicola Shephard and the poem by Jane Arthur, making sense of life and what is important is explored.

Firstly, in Text A, throughout her exploration of storytelling and what makes Meredith's writing so good, she begins to illustrate to the reader that it is family and following your passion that make life worthwhile. She states, "She has this crackling quality, a blend of effusive confidence, magnetism and spiky defiance." Within Meredith's work, she has found her passion, being able to express herself in her fullest, from the strong imagery use, d not only enjoying herself but inspiring others too. The listing of adjectives and specific use of the unlikely 'spiky,' which seems negative in different contexts, but here seems to express that she is truly full to the brim with love for her work and her identity, not allowing others to define her or what she should be. We can take this idea into our own lives, remembering to be passionate about what we believe in, and not bending to others' expectations of us, just like Meredith, allowing us to truly make sense of our lives in our joy.

Secondly, Text B's persona makes sense of life through trying and failing to understand the world more deeply, and therefore accepting where she is and the experiences and knowledge she has. She arrives at, "In the context of my life, I suspected that/ joy came only before or after apathy/ and elation usually preceded a migraine." The enjambment throughout these few lines implies that we are truly within the persona's thoughts, and that her accepting the way that her emotions are is how she will, in the end, come to terms with her life, even if it doesn't all make sense. The inner monologue and using the emotive language 'joy', 'apathy', and 'elation' shows a build-up of the feelings the persona experiences, however, it is all brought down again with the mention of 'a migraine'. Through this quote, we begin to understand that the author sees life as ups and downs, experiencing joy and hardship, caring and not caring in the slightest. As human,s we are all flawed, but we can try our best to enjoy our lives regardless of how little sense they make or how little understanding we have of our place.

No matter what challenges, societal expectations and personal misunderstandings we face, we can continue to be passionate about what we want to achieve in life, and enjoy the little things every day.

Merit

Subject: English

Standard: 91474

Total score: 16

Q	Grade score	Marker commentary
One	M5	In this response there is a convincing discussion of how storytelling allows people to understand one another. An attempt is made to unpack two aspects (description and direct speech) with some textual detail to address the question. Some limited tracing is evident. Further unpacking of the techniques would lift the response.
Two	M6	This response unpacks how two aspects (repetition and syntax) have been employed by the author to explore emotions, drawing critical judgements about the nature of how our lives are impacted by challenges (e.g. social media) in the real-world. A convincing and sustained discussion is presented which traces the development of ideas and moves 'in and out' of the text, bringing their discussion back to the text.
Three	M5	In general, this response deals with each text separately, identifying aspects that have been utilised by each writer to make sense of life. A convincing discussion of each text is presented, drawing a brief comparison between the two texts at the end. Further integration of the discussion would enhance their overall grade.