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91925



Draw a cross through the box (☒) if you have NOT written in this booklet

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Mana Tohu Mātauranga o Aotearoa  
New Zealand Qualifications Authority

## Level 1 English 2025

### 91925 Demonstrate understanding of specific aspects of studied text

Credits: Five

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of specific aspects of studied text.	Demonstrate convincing understanding of specific aspects of studied text.	Demonstrate perceptive understanding of specific aspects of studied text.

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 answer ONE of the questions in this booklet.**

Check that this booklet has pages 2–12 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 07**

## Page 1

### INSTRUCTIONS

Using examples and details from ONE or more text(s) you have studied, as well as your own knowledge and experiences, write a response to ONE of the questions below.

Discuss at least TWO specific aspects of the studied text(s) in your response. This may include, but is not limited to, aspects such as character, ideas, setting, plot, style, purposes, language features or techniques, and structure.

### QUESTIONS (Choose ONE)

1. Explain how an idea in the text helped you connect with your world.
2. Explain how a character created an emotional response in you.
3. Explain how you were challenged by a conflict in the text.
4. Explain how language and / or stylistic features helped you understand an idea in the text.

### TEXT DETAILS

Studied text type(s):

Title(s):

Author(s) / creator(s):

### SELECTED QUESTION

Copy and paste the question you have chosen into the space below.

### PLANNING

Q1

BP1: Kaitiakitanga.

BP2: Conections

BP3:

### RESPONSE

Type your response in the space below. The quality of your writing is more important than the length of your reponse.

Support the points you make with specific details from the text(s).

B I U ☰ ▾ ☰ ▾ ↶ ↷ ☺

In the short The Seahorse and the Reef written by Witi Ihimaera, talks about a family teaching how to protect and nurture the sea life with in it. The creators purpose of making this short story was for people to be aware of fragility of life and lifestyle's of people and creatures of the sea and must protect it all for future generations.

In the short story, Ihimaera uses the term kaitiakitanga in his story. Kaitiakitanga is a Māori word, and a Māori concept. Translated in English it represents protection and guardianship of something, mainly something environmental. In the short story, there are characters that use this term kaitiakitanga, for example the father, Rongo. In the short story, the kids of the father have found a seahorse and want to take it home. The father explains to them why it shouldn't leave the sea and for the kids to leave it, "you must take from the sea only the kai you need." He teaches them to look after and nurture the life of the sea and protect what lives in the ocean. Another character that shows this is the boy of the father. He is one that tried to take the seahorse home. He asked his dad if he could and his dad said no. He understands why his dad says no and follows his guidance, "... every time we collect kaimoana we remembered his words..." He was glad that him and his siblings left the seahorse there so every time they would go to the moana they would see it, "the seahorse shimmering amongst the red kelp." Ihimaera use this Māori concept to show how the Māori people protect and sustain the land and sea.

Near the ending of the short story, there is some thing at the beach. In the story, the family goes to collect kaimoana with the family but no one was there. They turn their heads and see them all clustered up looking at something. The dad and kids follow him and investigate what has happened. He nudges his way through the crowd and sees that the ocean is no longer safe to be in. There has been a pipe break and the pollution has gotten to their waters. The son didn't understand and asked what the sign says. The dad explains that it has been polluted and we can't take kaimoana anymore or else they would all get sick. Before they leave the father does a mihi to the sea showing his aroha and sadness to this news, "First our lands and now our waters. We have been unkind to you and we have given our poison to you, I'm sorry my friend." The son worried about the seahorse asked his dad if the seahorse would be alright the dad did not answer. They have lost many things that day, the sea, the kids place the pupu pool, the seahorse and the whanau they would go out to collect kaimoana. They have lost everything. This shows us if we don't nurture our lands and sea, it can be taken from us.

In the place that I live Rotorua we have a infestation of catfishes in our lakes and stream. Also we have gotten an algae bloom outbreak in Lake Rotorua causing for us to not be able to swim in our lakes. The catfish roam the floor of the lake making the lake murky and paru, using this they hunt down our native crayfish, Koura and eats them and the population of the Koura has dwindled and has gone into endangerment. We have taken matters into our own hands and are catching the catfishes right now. Te Arawa lakes trust has been catching catfishes since 2014 and have made progress on eliminating the catfish population. We had the honor of going with their head researcher to catch these pest. This shows us that we can take matters into our own hands and make things better for our environment.

In conclusion, the short story The Seahorse and the Reef written by Witi Ihimaera shows us how we protect and nurture the environment. Kaitiakitanga a Māori word and a Māori concept shows us the true meaning of it. If we take things for granted and we don't protect the environment it will be taken away from us just like in the story. We have taken things into our hands already by killing catfishes and we should keep up what we are doing for the future generations.

## Excellence

**Subject:** English

**Standard:** 91925

**Total score:** 07

Grade score	Marker commentary
E7	<p>This response on <i>The Seahorse and the Reef</i> reaches Excellence as it shows a perceptive understanding of the text and its wider significance (fragility of life and kaitiakitanga). Knowledge of the text is clear (use of dialogue; “First our lands and now our waters ...”) references to characters (e.g. the father’s reaction to the pollution), and the father’s apology to the ocean is interpreted as an expression of collective guilt and responsibility, revealing the implied message about human impact on the environment. The quotation “seahorse shimmering amongst the red kelp” is used to reinforce meaning rather than inserted without purpose. The response discusses how aspects of the text create personal engagement with reference and connection to the environmental issues in Rotorua. This strengthens the argument by thoughtfully paralleling the studied text’s concerns with real-world examples.</p>