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91927



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

91927 Demonstrate understanding of significant aspects of unfamiliar texts

Credits: Five

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of significant aspects of unfamiliar texts.	Demonstrate convincing understanding of significant aspects of unfamiliar texts.	Demonstrate perceptive understanding of significant aspects of unfamiliar texts.

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 91927R 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 09

Page 1

Make sure you have the paper Resource Booklet 91927R.

QUESTION ONE: Non-fiction

Refer to Text A, “Giant batmobiles’: In search of the manta rays of the Hauraki Gulf”, to answer this question.

How does the writer help us to understand the experience of Manta Watch? You might consider how they have used:

- mood and purpose
- observations about the environment and manta rays
- ideas about helping to protect animals.

Support your answer with quotes and examples of language features from the text.

B *I* U     

The writer in this text helps us to understand the excitement that a group of people, and their own perspective on observing a protected species, Manta Ray. The author of this text helps us to understand that the group are excited due to certain tones, and language features shown in this text.

The quote, 'our eyes are fixed on the surface of the water just a few hundred meters below us', tells us that they are eager, excited, and focused on trying to spot a manta ray, helping us to understand the built up excitement the group has. This sentence is showing the starting tone of the group's trip to observe the rays, it projects and builds up excitement before any rays are spotted.

Another key sentence, that supports the claim of excitement in the text is this metaphor. 'The excitement has infected everyone on board.'

Metaphors allow the writer to help us understand the experience of the Manta Watch by giving us an unrealistic experience with something that feels real, comparing two different things with each other. It helps us to understand the level of excitement that group is feeling towards the Manta Watch.

A simile in this text that helps me to understand the experience the group has had while observing the manta rays, is the quote that Lydia Green, the project director of Manta Watch NZ, quoted.

"Looking for rays is like a huge, exciting game of hide and seek".

This quote embraces and propels the excitement of the group, and people have for observing the Manta Rays. A simile allows the writer to compare something to another thing using like or as, in this case the writer has compared 'looking for rays' to "a huge exciting game of hide and seek'. By sharing her experience in simile form, it allows the reader to visually imagine the trip, and experience of the Manta watch but also feel the excitement that Lydia Green feels. The comparisons helps us to understand and visualise the excitement she feels and the groups watching/searching for Manta Rays.

Page 2

QUESTION TWO: Poetry

Refer to Text B, "bush houses", to answer this question.

How does the writer help us to understand the experience of building a bush house? You might consider how they have used:

- mood and purpose
- descriptions of nature
- ideas about working together
- contrasting attitudes.

Support your answer with quotes and examples of language features from the text.

B *I* U ☰ ∨ ☰ ∨ ↶ ↷ ⓘ

In this first stanza of the poem the writer helps me to understand the experience of building a bush house by using imagery. The writer creates imagery by describing the setting of where the bush houses were created, giving vivid visuals of the nature, and setting where the writers childhood was.

'Between braids of river, in estuary wastelands, and poppas famously manicured macrocarpa hedge', is the quote that allows me to understand and visualise the setting of this poem.

In the second stanza of the poem, the adjectives and verbs; protect ourselves, property-poaching cousins, poppas bent on ejection, give a specific emotional, hard childhood, and unfortunate living conditions, which projects a specific tone. The tone allows me to understand the struggles the writer and her sister went through. They weren't building bush houses 'because their vision was green' or to have fun but to protect themselves and allow them to have somewhere to stay.

At the end of the poem the sentence, 'for though they played at being country kids their hearts and problem-solving skills were forever rooted in the city.' symbolism is contrasted in this quote. It helps us to understand how the writer has grown older, and moved onto better things in her life, generating a better life for her kids, in the city. It also symbolises memories of the writers childhood when her own children made their own bush house.

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QUESTION THREE: Prose

Refer to Text C, "Dad and the camera", to answer this question.

How does the writer help us to understand their father?
You might consider how they have used:

- language to describe their father
- ideas about their relationship with their father
- ideas about special objects.

Support your answer with quotes and examples of language features from the text.

B *I* U ☰ ▾ ☰ ▾ ↶ ↷ ?

The writer of this text helps us to understand her father by giving us visual context of what his personality was like. He was described as quite and an introvert. Even though her father wasn't talkative he found his own ways of saying what he needed to say, in photography.

He was described as part of the scene but not, this quote gives us a visual idea of the type of person he is. Showing us that he likes to be involved in family activities and bonds, but in his own special way, using photography as his way of participating. The father was described as a wonderful photographer, not only was he a wonderful photographer but inexpressible at capturing tenderness and devotion in family photos.

Another way the writer described her father and bond with him, is when she received her first grown up gift from him. It was a small camera. This small gift the writer received from her father shows symbolism between the pair. The writer gives us an idea of how the father used the camera to "invite her into his world". It symbolises the father's love for photography but also for his daughter, wanted to share his love for both things with each other.

Achievement

Subject: English

Standard: 91927

Total score: 09

Q	Grade score	Marker commentary
One	A4	<p>This response gives several language features which are all connected to the question.</p> <p>It is well-structured which makes the ideas easy to follow.</p> <p>Each example is discussed in isolation, and the introduction and conclusion do not develop the ideas enough to connect them to each other, nor the ideas of the text.</p>
Two	N2	<p>The response identifies detail from the text but the description of the ideas is vague and lacks specific detail. There is a misinterpretation of the tone of the text which leads to the final analysis not meeting the purpose of the text.</p>
Three	A3	<p>This response identifies details from the text which is then explained and links the purpose of the text and question. The conclusion begins to develop an idea which is linked to the detail from earlier in the response.</p>