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91927



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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.

Excellence

TOTAL 21

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 ☰ ▾ ☰ ▾ ↶ ↷ ⓘ

Throughout the text, the writer, Kate Newton uses a range of language features including alliteration, a minor sentence, diction and a simile. The author's purpose is to convey this exciting, special and unique experience of Manta Watch, and that it is one that we should appreciate, as she writes about this protected species. This text could especially be directed and relatable for us who live in New Zealand, as we have an array of species in our country, including the Manta Ray, that we should look out for and continue to help thrive.

Firstly, Newton uses a minor sentence to describe this experience, by using the single word "Manta." when notified that that there has been one spotted. By using this feature, the author is mirroring this same dramatic feeling that you would feel physically when waiting and watching above the water. Newton breaks down the pace of the text and leaves the readers with the strong and sharp word of "Manta." This shows its significance and gives this eager tone to reflect how this sense of anticipation is in the air, and everyone is waiting for this moment. This is further developed through the use of alliteration, as Newton describes the manta ray's "Captivating creatures"/"insanely intelligent". By using this feature, she further builds on to how lucky and special we are to have these animals, as they leave you in awe and wonderment. There is no animal like them, and so these two language features work together to represent how the

experience is one of a kind, something that you cannot get anywhere else. This could be relatable for readers who may share these same feelings with when seeing a Manta Ray, or another that is just as exciting which you cannot feel anywhere else in the world, such as watching Kiwis or native birds.

In addition, Newton uses diction across the article, describing how the manta ray "cruises the waters"/"are large, beautiful, charismatic". Through the use of this diction, they evoke a sense of positive connotations in the audience and share how the experience is one to be grateful more. The diction suggests that the manta rays are gentle but also dramatic creatures to watch, and so Newton helps us to understand this experience of the Manta Watch as something to cherish and acknowledge. This is built on through the use of a simile, where Newton calls the manta rays "batmobiles". by using this feature, it reinforces how the watch is especially unique and that we do not see often, building on this amusement and excitement felt when you find one. Overall, these features work with each other to represent this significant and sense of joy you would feel when you find one.

To conclude, Kate Newton uses a range to features, from alliteration, minor sentence to diction and a simile to suggest that the experience is one of a kind, special and enjoyable. This was a significant piece of text that could be directed at us who live in New Zealand, especially young people, and how important it is to look after and learn about species around us. This text could've been written to educate those who may want to know more, or to continue to inspire those who want to help and protect animals.

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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 poem, the author Feana Tu'aoki, uses a range of language features including enjambment, metaphor, diction, alliteration and italics to describe this eventful, collaborative, childlike, and memorable experience of building a bush house, one that is shared among people. This text could be directed at those readers who have experienced this same core memory and understand these same emotions felt when looking back.

Firstly, Tu'aoki uses enjambment in the first stanza when describing her own experience of building her bush house as a kid, "my sisters and i spent our childhoods constructing bush houses" and so on. By using this feature, it gives the poem a soft and gentle feeling to the readers, reflecting this sense of innocence, and therefore describing how the experience of building a bush house feels very childlike. The writer recalls how free and fun it was to build the house, with her sisters, together as a team. This is further reinforced through the use of a metaphor, "we were environmental architects" and alliteration of "protect"/"property-poaching"/"poppas". By comparing the author and her sisters to being architects, and announcing all of the dangers to their bush house, it creates a tone filled with humor and suggests this seriousness that you associate with being a child, feeling like everything is very important, special and extremely matters. These features work together to convey this memorable and kid-like time, where it was the most of your worries and a fun experience to share with your siblings. The audience when reading may also feel the same, acknowledging this same feeling or feeling inspired to think back on another significant memory.

Next, Tu'aoki uses diction when describing how her and her siblings created the bush house, with the words "burrowed"/"wrestled"/"lashed"/"frayed". by using this feature, it shares the tough and rough experience it feels to build the house, going through all these obstacles to create one. It shares how the experience is one that is very eventful, with multiple things that will come your way. This however, also suggests that because of this, it is an experience that you would feel proud and accomplished of. The experience of building a bush house is further developed through the use of a certain word in spaced out italics, "sticky tape". By making this particular word stand out in the poem, Tu'aoki is reflecting how even though her children are using sticky tape to build their house, it is an experience that is understood and shared among generations. It is something that many can look back on and remember, no matter what materials you used, or how big or small it was. These language features work to create this appreciative tone, and suggesting that it is a significant moment, one that will stay with you in your memories.

To conclude, the writer combines the use of enjambment, metaphor, diction, alliteration and italics to convey that building a bush house is an experience filled with teamwork, memories, obstacles and appreciation. This could have been intended to those who can relate, reflecting on their own childhood memories and experiences, especially their very 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 ☰ ▾ ☰ ▾ ↶ ↷ ?

Throughout the text, the writer, Helen Brown, uses a range of language features, including a simile, diction, alliterations and an anecdote. The author's purpose is to convey that their father is someone who is observational, quiet, talented but also an admirable figure that they themselves look up to. This could especially be significant for readers, who also feel the same way, looking back on their own memories with important figures in their life and appreciating their actions.

In the first paragraph, the writer uses a simile when describing their dad, calling him "Like a cat on the prowl, he was always watching." By comparing their dad to a cat, it suggests that he is someone who is very aware and observing, quietly taking notes of what happens around him. The effect of this feature is that it suggests that he is someone that also likes to appreciate the small moments and acknowledge all the events that happen around him. Brown further develops this through the use of alliteration, noting how he is "Consciously controlling". This lets us as readers understand that the writer's father does everything with precision, especially with photography, showcasing this special talent that he has. Together, the simile and alliteration reflect the father's skill and attributes of being attentive and focused., which the writer finds admirable. Readers may also find this relatable, as there may be someone in their own life, especially their father, who may seem alike, or have their own hobbies with which they keep to and enjoy.

In addition, Brown uses a short sentence to reinforce the father's personality, as she writes "Dad wasn't talkative." The effect of this short sentence is that by breaking up the soft and smooth pace of the text, it reinforces that their father is someone who is very much an introvert, and rather finds comfort in his photos and camera. This is further developed through the use of diction, with the words

"tenderness and devotion." By using these powerful and emotional words, they reflect these positive connotations onto the reader, allowing them to feel this sense of both love and care. It suggests that the writer's father is someone that is always there for his family and found that photography was one of the ways to show it. To build up on that, the author also used an anecdote when reflecting on a memory " I remember when Dad gave me my first grown up gift." // "It was a cardboard cube //popped open to reveal a glorious example of technology". By using this feature, it reinforces this caring and observational nature of the writer's father, representing how he finds ways to make his children happy, but also the empathy that he puts towards them. Brown uses these two language features together to convey how although quiet, and how he is someone who keeps to himself, he is an devoted and significant figure to the writer, through his talents, but also commitment.

Overall, Brown uses a range of language features including a simile, diction, alliterations and an anecdote to share that her father is someone that is observational, quiet, talented but also admirable. This text could be intended for readers to think about someone else that they find shares a similar personality, or is someone that they share a lot of valuable memories with too.

Excellence

Subject: English

Standard: 91927

Total score: 21

Q	Grade score	Marker commentary
One	E7	<p>The response's introduction gives a clear understanding of the purpose of the article which is then referred to throughout.</p> <p>Sophisticated aspects of the text, such as the positing of the reader, alliteration, minor sentences, and simile are discussed.</p> <p>Well-chosen evidence is analysed thoroughly and linked to the ideas introduced at the beginning of the response.</p> <p>For a more secure Excellence, tighter focus on the question at times would strengthen the response but overall, the response demonstrates a perceptive understanding of the ideas.</p>
Two	E7	<p>This response begins with clear description of the ideas being discussed in the poem.</p> <p>The analysis focusses on the tone "soft and gentle feeling to the readers", and language features (metaphor) which demonstrates a perceptive understanding of both language and purpose.</p> <p>The wider context is discussed sufficiently to support the perceptive analysis. This could be further developed for a more secure Excellence.</p>
Three	E7	<p>To answer the question about how the writer helps the reader understand their father, this response begins with a clear introduction to the ideas of the text. The quotes are well selected and the analysis links effectively to both the purpose of the text and to the specific question.</p>