

No part of the candidate's evidence in this exemplar material may be presented in an external assessment for the purpose of gaining an NZQA qualification or award.

SUPERVISOR'S USE ONLY

1

91927



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

+



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.

Merit

TOTAL 17

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 aims this text at anybody who will listen to their amazing adventure of Manta Watch. The writer uses language features like Metaphors, short sentences, connotations, alliteration, listing and more to help us understand the experience of Manta Watch.

Towards the start of the text we can see the use of a metaphor to captivate the reader and enlighten them about the experience. The writer uses the use of "Researchers are racing to find out more" to make us imagine that this is a highly contested field of work and very exciting. It makes us understand how the hunt for the sting ray was invigorating and enjoyable for many people including the author themselves. It makes us wonder how the experience would have been if we went on it and also makes us realise that advancements in scientific discovery of animals is important and enjoyable which shows how important it is. This metaphor works well with the alliteration that follows on from it of "these captivating creatures". this helps us to understand that they were excited to say the very least about the "Manta". These 2 language features work together to tell us that the writer enjoyed their experience of Manta Watch.

towards the middle of the text we can see the use of another language feature which is used to help us understand the writer's experience of Manta Watch which is the use of connotations. Connotations can either be

positive or negative and under this circumstance the connotations are positive. the writer uses "The excitement has infected everyone on board." to show how he feels about the expedition and how the environment he is in is making everyone around him feel hyper-active and pumped. This is further enhanced by the use of another language feature the metaphor with the use of "infected". this furthers our understanding of how everyone around the writer feels and is acting towards the Manta. This was intentionally used to help us understand how much the writer enjoyed his experience of the Manta Watch. It makes us understand that no matter how niche a subject might be, any number of people enjoy it.

As we continue down the text we see another use of positive connotations. this time it was from the point of view of another researcher. The researcher describes the animal as "large, beautiful, charismatic, insanely intelligent". This helps us understand why not only the writer is so obsessed with these animals, but many, many other people are as well. They are seen as a paramount of beauty with in animal kind and makes us realise that anything is beautiful in their own way regardless of opinions or not. This language feature works well with listing. the listing helps to describe the manta well the connotations provide us with the context of whether the manta looks good or bad. the listing helps us to understand how the writer feels towards the manta watch as he himself most likely shares these views and most importantly finds these creatures extremely intelligent.

In conclusion, the writer uses language features effectively to identify how he feels towards not only the manta watch, but the manta itself. The clever use of language features also allows us to understand how everybody else was feeling and help us to realise that his opinions are valid and the manta most like is a smart animal. All these ideas help us to realise that the writer likes the manta watch and what they do and supports their efforts.

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     

The writer aims this text at people who understand the nature and those who have never experienced it before. To give a nostalgic feeling to one group, and a new experience to another. The writer uses language features like jargon, listing, alliteration, adjectives, lack of punctuation and more to help us to understand the experience of building a bush house.

Towards the start of the text we can see the use of a hyperbole to help us understand the experience they had building a bush house. The hyperbole of "we were environmental architects" helps us to understand how the writer felt when constructing or planning to create a bush house. This makes us wonder about how they disagreed on layouts and such as their make believe roles made them feel good about themselves and like experts. Due to this they may have had some disagreements which were more for look of status rather than actually deciding something. They both knew what they were going to make so the arguing was so they felt immersed in their job. This language feature works well with the listing that comes after it. The listing of "materials for strength and ability yo melt into the landscape" makes us understand how refined they felt while making their home. But on a deeper level it allows us to see how they felt about the nature itself. they felt that the nature had the ability to welcome new ideas and adapt to how they refined it. These language features help us to understand the experience the writer had while building the bush house.

Closer to the middle of the text we can see the use of a metaphor to describe how the construction of the house occurred. The metaphor of "we wrestled branches and reeds into ceiling and wall" helps us to understand the

struggle of creating that house as the use of wrestling can be considered a negative connotation due to in this context having to push hard to make it work. The metaphor helps to shape the whole paragraph and help us to understand how the writer constructed the house with only nature's natural resources that were around him. It makes us think about how constructive human beings are when they put their creativity and heart into something they enjoy and love. The use of a metaphor was paired nicely with the lack of punctuation that was common throughout the poem but most notably here. There were multiple times throughout the paragraph where commas and full stops would have been necessary. The lack of punctuation makes us as the reader take a tiny break at the end of every line which may have been the author's purpose. Rather than slow the text down through the use of punctuation, the author made the reader automatically break at the end of every line which creates the right flow state the author wanted. These language features worked together well to both display the author's purpose as well as give us an understanding of the construction of the house.

Towards the end of the text we can see the use of another interesting language feature in the use of font change and spacing. The writer wrote " *stickytape* " to help to bring attention to the line. This may have been due to the previous idea of the author wanting to keep his house made fully from the natural environment, whereas this one used stick tape. This might explain why at the end of the text the writer says that their kids are playing as country kids but are forever city people. A language feature that works well with this one is the use of a break before that line. This intentional spacing break makes us slow down when we read which provides emphasis on the following lines. The break may have been due to the idea that the kids used sticky tape and the break was used to make us understand how the writer felt about their bush house. These unique and different language features help to round out the text and help us to understand how the writer felt about the different bush houses.

In conclusion, the writer manages to clearly highlight his feelings about the natural environment, his feelings about his own bush house, and his feelings about his kids' bush house while all in one helping us as the audience to understand the experience of building a bush house. It helps us to understand that lots of labour went into building the house and it taught valuable life lessons.

Page 3

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     

In this text the writer aims her experience at anyone who had a dad with the same kind of thought and invites them to relate. The writer uses language features like hyperbole's, connotations, jargon, alliteration, and listing to help us to understand her father.

Towards the start of the text we can see the use of alliteration. "consciously controlling his tremor" helps us to understand that the father was very reserved and knew when the right moment was to create the perfect memory that anyone could have. It makes us understand why people take photos, and it is to remember those around them. this language feature works well with the listing of "he'd raise the camera, swivel the lens, and press the shutter". this helps us to understand in more depth the previous concept of how making memories was more important than the photos. The photos are merely there to remind and restore memory and love for that moment and those involved. these language features help us to understand Helen's father in the way of why he took photos.

Towards the middle of the paragraph we can see the use of diction to help us to understand the writer's father in more depth. The use of "there was more tenderness and devotion in those family photos than I was capable of understanding at the time". This helps us to understand the point at which the writer realised why her father loved the pictures so much. Because he got to see his kids grow up through the years but still be able to relive the memories that were made. it makes us understand why parents find it hard to let go of their kids when it is time for them to leave. Because of all the memories they had created and how deep the love for their kids was it explains why it is hard to let go. This language feature was combined with positive connotations to help us understand the father's feelings towards the children. "tenderness and devotion" are both

positive connotations and help us to understand that the time and effort he put into those photos were for his family and his love and respect for them rather than his own selfishness. It shows that he he was a humble and selfless person who represents the core aspects of being a good human. These language features help us to understand Helen's father in a deep way.

Towards the end of the text we can see the use of negative connotations. These were used to describe a camera case and it was described as "scratched and worn". This shows the passage of time has its effects on the case but also shows how broken and tired the case is. It kind of shows us that everything decays over time, even things we love and cherish. But as long as we still respect and care for them as they are then their meaning stays the same regardless of their condition. This language feature is actually perfectly combined with positive connotations. As you continue to read down the line you can see "it remains a symbol of my father's empathy". This helps us to understand how the author still loves and respects the case as well as the camera even though the condition is highly unwanted. It is a symbol of her father's care and affection for her. This shows us that her father was a kindly man who even though spoke very little with his words, he spoke volumes with his camera. That is why these language features work well together to help us understand the writer's father.

In conclusion, the text tells us that he may be a quiet man, but his camera does the talking for him. All of these language features help us to understand that Helen's father was a man who loved everyone around him and cherished them his whole life. His photos were his way fo keeping memories and reminding his family about their care for each other.

Merit

Subject: English

Standard: 91927

Total score: 17

Q	Grade score	Marker commentary
One	M6	<p>This response gives clear and detailed analysis of language which is well linked to the ideas of the text.</p> <p>The response has a brief explanation of the purpose of the text. The conclusion provides a surface reading of the text which lacks the perception required for E7.</p>
Two	M5	<p>This response gives good, clear examples which are linked to the question. In the response, personal details are used to illustrate a wider context, however this is not supported by the examples given.</p>
Three	M6	<p>Like Text A, this response gives good analysis of language which is clearly linked to the idea of the question.</p> <p>The conclusion begins to develop a wider context which paraphrases the main ideas of the text.</p>