SUPERVISOR'S USE ONLY

90851



Tick this box if you have NOT written in this booklet

KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

Level 1 English 2022

90851 Show understanding of significant aspects of unfamiliar written text(s) through close reading, using supporting evidence

Credits: Four

| Achievement | Achievement with Merit | Achievement with Excellence |
|---|--|--|
| Show understanding of significant aspects of unfamiliar written text(s) through close reading, using supporting evidence. | Show convincing understanding of significant aspects of unfamiliar written text(s) through close reading, using supporting evidence. | Show perceptive understanding of significant aspects of unfamiliar written text(s) through close reading, using supporting 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 90851R 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 2–8 in the correct order and that none of these pages is blank.

Do not write in any cross-hatched area (
). This area may be cut off when the booklet is marked.

YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.

QUESTION ONE: Non-fiction

| Refer to 1 | Tavt A | "My nūriri: | A love lette | r to climbing | trees" on | nage 2 of the | ne resource booklet. |
|------------|--------|--------------|--------------|---------------|---------------|---------------|----------------------|
| LICHEL TO | ICALA, | iviy puriri. | A love lette | | , 11 ccs , OH | page 2 of the | ie resource bookiet. |

| You might consider: change and loss | | does the writer describe his experiences of playing in his pūriri tree? Support your answo |
|--|----------------|--|
| You might consider: change and loss childhood imagination ideas about what is safe or healthy. | | |
| change and loss childhood imagination ideas about what is safe or healthy. | | |
| You might consider: change and loss childhood imagination ideas about what is safe or healthy. | | |
| You might consider: change and loss childhood imagination ideas about what is safe or healthy. | | |
| childhood imagination ideas about what is safe or healthy. | Expla You n | night consider: |
| ideas about what is safe or healthy. | | |
| | | |
| Support your answer with quotes and examples of language features from the text. | • | ideas about what is safe or healthy. |
| | Supp | ort your answer with quotes and examples of language features from the text. |
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QUESTION TWO: Narrative prose

Refer to Text B, "Waiting for take-off", on page 3 of the resource booklet.

| Quo | ote an example of a language feature that shows the traveller's reaction to being on the pla |
|-----|--|
| | |
| Wha | at is this language feature called? |
| | lain how the traveller's feelings about the experience are developed throughout the text. Y |
| • | his response to the lateness of the take-off |
| • | his physical reaction |
| • | the connections he makes between imagination and reality. |
| Sup | port your answer with quotes and examples of language features from the text. |
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QUESTION THREE: Poetry

Refer to Text C, "Slideshow", on page 4 of the resource booklet.

| | eir house. |
|-----|---|
| | Adjectives (Extended) metaphors Minor sentences |
| | Connotations Listing Personification |
| | Emotive language |
| | |
| Qu | ote an example of this language feature from the text. |
| | |
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| | |
| | plain how the writer helps you to understand her feelings about her memories of visiting he |
| gra | andparents. You might consider: |
| • | the writer's tone |
| • | the relationship between the writer and her grandparents |
| • | how important memories never fade. |
| Su | pport your answer with quotes and examples of language features from the text. |
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Extra space if required. Write the question number(s) if applicable.

| QUESTION NUMBER | L | 7 - 1-1 |
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