No part of the candidate evidence in this exemplar material may be presented in an external assessment for the purpose of gaining credits towards an NCEA qualification.

SUPERVISOR'S USE ONLY

90851



Level 1 English, 2016

KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

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

9.30 a.m. Thursday 10 November 2016 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.

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

Achievement

TOTAL

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ASSESSOR'S USE ONLY

Refer to Text A, "It Was Over Before it Began", on page 2 of the resource booklet to answer this question.

que	SIIOI I.
(a)	Select (ONE language feature the writer uses to describe the road trip. Adjective(s) Listing Rhyme Adverb(s) Simple sentence
	Alliteration Personification Verb(s) Conjunction(s) Punctuation
	Give an example of this language feature from the text. Dad goes inside to put on the jug, we have
(b)	Explain how this and/or other language feature(s) helps you to understand the highs and lows throughout the text. You might consider:
	 the writer's feelings about the road trip other people's perspectives of the road trip the expectations and reality of the road trip.
	In the It was over Before it Began. It hints that something is gonna
	happen and the writer's feelings about the road trip has up and downs As
	and ready. The language feature helped me under that the road trip didnt
	9050 Well and evidence from the text
	Shows. Dad goes inside to put the jug on. We can unpack later, he says. The 10 year didn't seem to be angry but was a

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C	QUESTION TWO: POETRY	ASSESSOR'S USE ONLY
	Refer to Text B, "What Story's That, Then?", on page 3 of the resource booklet to answer this question.	
((a) Select (V) ONE language feature the writer uses to describe what the child sees and/or hears,	
(Adjective(s)	
•	Alliteration Imagery Simile	
	Contrast Metaphor Verb(s) Direct speech Punctuation	
	Give an example of this language feature from the text.	
	Mice big as teapots come into a Story	
((b) Explain how this and/or other language feature(s) helps you to understand the child's feelings throughout the text. You might consider:	
	 what the child sees and hears how the child's feelings change 	
	why the child's feelings change.	
	The language feature adjective helps me	
	understand the teelings on how sees she	
See	is the world the shildsee living things an	
	objects differently on what reality sees	
	it. The sees it as creative such as	
	Mice and big as teapots which tell us small things become big and larger ano	her
	example is was a green hound as a sking	W
	one line drawing, whose ampition is not	
	to, walk, but to become a ball and pally	
	Hill of a Sudden the mum tells oft the	,,,,,
	Child saying I don't strongly like the n	100
	and the ridian lousness of teapots. Which	N2
	upset the child, and criesgrinning all the way to town.	

English 90851, **2**016

Refer to Text C. "You're 100% Wrong About Seafood" on page 4 of the resource booklet to answer this question. (a) Select (v) ONE language feature the writer uses to describe seafood. Adjective(s)	QUESTION THREE: NON-FICTION	ASSESSOR'S
Adjective(s) Hyperbole Rhetorical question(s) Alteration Listing Sibilance Allusion Onomatopoeia Simile Colloquial language Punctuation Werb(s) Give an example of this language feature from the text. I really wished I loved I even beautiff for which are another than the convertation. I three datum a prowin certainly explain how this and/or other language feature(s) helps you to understand the writer's attitude towards seafood throughout the text. You might consider. The writer's overall opinion of seafood why the writer has chosen to express his opinion in this way. Why the writer wishes his opinion was different. The feet word of the language feature of the writer's attitude towards seafood. He writer wishes his opinion was different. The feet word of the language of the like seafood of the writer's overall opinion was different. The feet writer's overall opinion was different. The feet writer's overall opinion of seafood of why the writer wishes his opinion in this way. The feet writer's overall opinion of seafood of why the writer wishes his opinion in this way. The feet writer's overall opinion of seafood of why the writer wishes his opinion in this way. The feet writer's overall opinion of seafood. The feet	Refer to Text C, "You're 100% Wrong About Seafood" on page 4 of the resource booklet to answer this question.	USE ONLY
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Achievement exemplar 2016

Subject: Englis		Englis	sh	Standard:	90851	Total score:	7
Q		rade core	Annotation				
1	1 A3		Example of the feature is not readily apparent. While the candidate does not explain the highs well (in fact, only hints at the high), the explanation for the low is sound and shows understanding of the situation.				
2	N2		Example of the feat While both the story understanding of wh	and the do	g are dealt with, r	not enough	
3	I	N2	The candidate does	ature is not readily apparent. es no more than show the writer hates seafood, and discussing the conflict faced by the writer.			, and