1

90851

908510

NZQA

NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

SUPERVISOR'S USE ONLY

Level 1 English, 2016

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 7

ASSESSOR'S USE ONLY

QUESTION ONE: NARRATIVE PROSE

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

(a) Select (✔) ONE language feature the writer uses to describe the road trip.

☐ Adjective(s)   ☐ Listing   ☐ Rhyme
☐ Adverb(s)   ☐ Repetition   ☐ 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
can unpack later, he says. Jug, we

(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 text 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
a 10 year and his family was packed
and ready. The language feature helped
me under that the road trip did'nt
go so well and evidence from the text
shows. Dad goes inside to put the jug on.
We can unpack later, he says. The 10
year did'nt seem to be angry but was a
decent choice, to return home cause
the car breakdown.

English 90851, 2016

A3

QUESTION TWO: POETRY

Refer to Text B, "What Story's That, Then?", on page 3 of the resource booklet to answer this question.

(a)   Select (✔) ONE language feature the writer uses to describe what the child sees and/or hears.

☑ Adjective(s)	☐ Hyperbole	☐ Sibilance
☐ 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 feelings on how sees she sees the world. The child see living things and 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, another example is was a greyhound as a skinny one line drawing, whose ambition is not to walk, but to become a ball and roll. All of a sudden the mum tells off the child saying I don't strongly like the mice and the ridiculousness of teapots. Which upset the child, and cries grinning all the way to town.

N2

QUESTION THREE: NON-FICTION

Refer to Text C, "You're 100% Wrong About … Seafood" on page 4 of the resource booklet to answer this question.

(a)   Select (✔) ONE language feature the writer uses to describe seafood.

[✔] Adjective(s)   [ ] Hyperbole   [ ] Rhetorical question(s)

[ ] Alliteration   [ ] Listing   [ ] Sibilance

[ ] Allusion   [ ] Onomatopoeia   [ ] Simile

[ ] Colloquial language [ ] Punctuation   [✔] Verb(s)

Give an example of this language feature from the text.

I really wished I loved it even, because life would have been so much easier and I would have the conversation, I turned down a prawn cocktail

(b)   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.

In the text You're 100% Wrong about
... Seafood by Alan Perrott from New Zealand.
He the writter doesn't like seafood
as much as others who have try. He rather
dislikes every seafood such as fish, King Oysters
and etc. He also dislikes driving the
Seafood Market, and hates the smell of
Seafood he encouters. The language
feature tells me how he feel distguisted
and muck about seafood and woun'dt
even bother having a prawn cocktail.
or even buying, driving, or even tasting
no Seafood.

Subject:	English		Standard:	90851	Total score:	7

Q	Grade score	Annotation
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 feature is not readily apparent. While both the story and the dog are dealt with, not enough understanding of what is happening is shown.
3	N2	Example of the feature is not readily apparent. The candidate does no more than show the writer hates seafood, and does not get near discussing the conflict faced by the writer.