

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.

1

90851



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, 2019

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

9.30 a.m. Wednesday 13 November 2019
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.

Excellence

TOTAL

21

ASSESSOR'S USE ONLY

QUESTION ONE: NARRATIVE PROSE

ASSESSOR
USE ONLY

Refer to Text A, "An encounter at the creek", on page 2 of the resource booklet.

(a) Select (✓) ONE language feature the writer uses to describe Herbert Muskie.

- | | |
|---|--|
| <input type="checkbox"/> Adjective | <input type="checkbox"/> Parallel construction |
| <input type="checkbox"/> Connotation | <input checked="" type="checkbox"/> Simile |
| <input type="checkbox"/> Emotive language | <input type="checkbox"/> Simple sentence |
| <input type="checkbox"/> Metaphor | <input type="checkbox"/> Verb |

Give an example of this language feature from the text.

"He squinted creek water from his mouth like a draught horse peeing."

(b) Explain how this and/or other language features helps you to understand what Colin thinks about Herbert Muskie. You might consider:

- Colin's contrasting thoughts about Herbert Muskie
- Herbert Muskie's physical appearance and actions.

Support your answer with quotes and examples of language features from the text.

In this Narrative Prose text the writer describes an encounter between Colin and Herbert Muskie as Colin passes by him taking a bath. While all of this is happening we follow Colin and we get to see what he thinks about Herbert Muskie as he ~~bath~~ takes a bath in the creek. The writer is then able to ~~help~~ help us understand Colin's thoughts through the use of language features in the text that show us the negative thoughts Colin has about Herbert Muskie. One example would be when Colin describes how Herbert looks as he is cleaning himself, "Froth blossomed in his armpits and stood like whipped cream on top of his head." which is a Simile that the writer used to help us understand how clean Herbert was and gave us a positive thing to think about as the ~~audience~~ reader about Herbert as we are introduced to him, however we then soon hear what Colin thinks about Herbert with negative things like "what-ever his other faults, Herbert Muskie was clean" and "He soured all the creases in his fat..." showing us as the audience that Colin did not like Herbert Muskie and especially not his appearance which

he describes as "fat" which is a very common view in our world to think that fat is bad which Colin learns to when he thinks about Herbert. Another simile that also shows us a different view on the actions that Herbert is making while taking a bath is, "He Squirted Green water from his mouth like a draughthorse Peing." Showing us the Playful nature Herbert is having while taking a bath, which helps us as the audience see Herbert as a down to earth guy who is just having fun playing around while taking a bath. Another language feature that the writer uses is Repetition in the starting sentences of the third paragraph when describing Herbert Muskie starting most sentences with "he..." like "He was good in the water," and "He could float so well" which helped us as the ~~the~~ reader to see the ~~the~~ Judgyress Colin had to Herbert and how he was describing everything he did and whether or not he liked it and also his appearance and how he always kept on coming back to it saying things like "He could float so well, Colin thought, because he was ~~so~~ so fat." Bringing us back to the idea that all Colin thought of Herbert about was that he was fat going into the 'normalised' stigma that fat people are somehow bad and disgusting which is totally not true, contrasting that to which most people believe that there is nothing wrong with being over weight and fat. But Colin may have been taught otherwise about his views on fat people like Herbert as in the real world the ideal body is thin and skinny and that in Colin's case he may or been taught this and in so believe that to be good and happy to have to be skinny which is again not true and I think the writer shows this by the playfulness of Herbert as a character and how he is happy with the way he looks ~~while~~ showing that we can still be happy no matter what we look like and people that think like Colin may not be right. ||

E7

QUESTION TWO: POETRY

Refer to Text B, "On Joining Pasifica", on page 3 of the resource booklet.

- (a) Quote an example from the text in which the writer uses a language feature to show her feelings about learning a new dance.

"Both of us trying to reclaim a new dance from old memories Both of us stand shyly..." //

What is this language feature called?

~~Alliteration~~ Repetition //

- (b) Explain how the writer helps you to understand the experience of trying to reconnect with her cultural heritage. You might consider:

- the contrast in cultures
- differences between generations.

Support your answer with quotes and examples of language features from the text.

In this ^{poetry} text the writer tells the story of two people and their journey through dance to experience the cultures that they are from, ~~by~~ as one of them thinks back ~~on~~ their journey. ~~The writer~~ The writer shows this through how they were able to reconnect with their cultures in the form of Pasifica. We are able to understand this because of the way the writer shows the impact culture has on their lives. One example of this is when the person describes meeting her 'supposedly friend' in the beginning saying "when I first met you we were learning to Siva" showing that it all began when she started to learn Samoa Pasifica and that because of this step she was able to fully dive into her own cultures and see what made them unique and special. We see this through the use of Repetition in the word "both of us" that the writer used telling us that this was a journey to be shared with and celebrated which we see happen a lot even in different cultures like ~~Maori~~ Māori where there is a revitalization that is happening and people that are ~~as~~ a part of the culture but do not //

Know anything about it are learning about their own ancestry and culture history, connecting with those around them and strengthening that culture in general, which we see is happening a lot with the new generation that is coming forward and wants to keep the Maori and culture alive whether that be through speaking, listening, or in this case dance. Another language feature that helps to show this in the text is Alliteration like "Somehow Sacrificing and Standing Shyly" which show us the effort they have put in to reconnecting with their culture and how much this means to them to be able to be a part of all these unique and amazing cultures all by learning Pasifika, we are also able to see the differences in all the cultures and how each one may be similar in terms of language and beliefs but they all have something unique and special to them that sets them apart from each other and ~~that~~ that is their own dance. Because each of them is different and special to that culture be that the Siva, ta'arunga, meke or tamale. They are all unique but also very similar and that is what makes it so important for the two people in this story to be able to reconnect with their cultures and feel like they are together with their culture at last. And this is ~~is~~ how the writer is able to show us just how important the experience of reconnect with their cultural heritage has been and how important it is in the real world.))

QUESTION THREE: NON-FICTION

Refer to Text C, "#953 – When cashiers open up new checkout lanes at the grocery store", on page 4 of the resource booklet.

- (a) Focus on the first part of the text (lines 1–21). Quote an example in which the writer uses a language feature to show how he feels about his shopping experience.

"You have to watch the anxiety levels, take deep breaths, keep that blood pressure in check." //

What is this language feature called?

Listing //

- (b) Explain how the writer's attitude changes towards the whole shopping experience. You might consider:

- how the writer feels about himself
- how the writer feels about other shoppers.

Support your answer with quotes and examples of language features from the text.

In this ~~text~~ Non-Fiction text the writer explains his shopping experience and how they have changed due to a new ~~cashier~~ checkout lane that has been opened. The writer shows this by the attitude he had at the start of text about grocery shopping being very negative and sad and changing later on as he comes to realise the benefits that come with a new checkout lane ~~that~~ that has opened up. We see this when the writer uses dialogue to show the way he ~~and~~ and others act in the grocery store saying things ~~like~~ like "Oh, I thought that was on sale" and "Actually, I don't really want that anymore" which show the indecisiveness he has as a shopper and how picky he can be which is like ~~every~~ almost every shopper ever which makes him relatable and we can see that his attitude is very black and white in the fact that he just wants to spend as little as he can and get back to doing what he wants to do instead of go grocery shopping and have to wait in line to get served. Another way the writer shows us his attitude at the beginning is through the actions he makes when he //

is getting served saying he is "one of the four people you don't want to stand behind in the grocery line," which just shows how low he thinks he is when it comes to grocery shopping and when the writer also uses a metaphor to describe his trolley blocking the lane "a metal criss-crossed castle knight enforcing a firm 'They Shall Not Pass,'" which also shows how bad he is when it comes to shopping and also why he does not like waiting in the checkout line because of people like him. Then we see as the story progresses and a new checkout lane is open his attitude starts to change from the grim and negative to a more positive and bright attitude as he sees the benefits that comes with a new checkout lane. This is shown when he turns the mood into a lighter one saying things like the new checkout lane is the "front of the line jackpot" and "even the occasional crinkly plastic band of a tightly wound frowning turning upside down. Showing that there has been a change in the atmosphere of the grocery store and that this new checkout lane will bring happiness to the customers before that dreaded waiting in a long line which he now sees. The writer also shows this mood change through the use of listing when he says "Yes, it's one, giant mood swing, one massive swelling of goodwill, complete with buzzing chatter, a few ~~laughs~~ laughs," showing that he has really seen a change in the people around him and he is even happy for them because he does now not feel so guilty for the people that have to wait for him in line and his attitude is now more lively even using "Awesome." At the end to help show the impact this little ~~to~~ change has had on his ~~attitude~~ attitude and the feelings he now has about going grocery shopping and waiting in line which shows how even the smallest changes||

E7

Extra space if required.
Write the question number(s) if applicable.

ASSESSOR'S
USE ONLY

QUESTION
NUMBER

23_b → can have a lasting and impactful change on something which in this case was the attitude he had to going grocery shopping, which has changed ~~for a long~~ from a negative into a positive. //

90851

Excellence Exemplar 2019

Subject	Level 1 English		Standard	90851	Total score	21
Q	Grade score	Annotation				
1	E7	Develops a philosophical response. Comprehensive and insightful analysis of text and both characters. Integrated well-chosen text references.				
2	E7	Develops the idea of reconnecting to culture as a journey. Perceptively discusses the differences within one culture and across generations.				
3	E7	Sophisticated response well-laced with well-chosen examples and commentary. A clear appreciation of the writer's craft.				