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1

90851



908510



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

Exemplar 1

Level 1 English, 2015

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

9.30 a.m. Monday 16 November 2015

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.

Not Achieved

TOTAL

5

ASSESSOR'S USE ONLY

QUESTION ONE: FICTION

Refer to Text A, "Arrival at Magpie Hall", on page 2 of the resource booklet to answer this question.

- (a) (i) Identify one language feature the writer uses to describe the setting of the text.

Personification

- (ii) Give an example of this language feature from the text.

"a creeping awareness of the places staring at my back"

- (b) Explain how this language feature helps us to understand the writer's feelings about the setting.

This language feature helped me create an image of the buildings in the farm.

It also helped me understand that there were places the writer couldn't go to

to that were too "dangerous" or "scary".

- (c) Explain how the writer's experience of the setting has changed.

Support your answer with reference to techniques, including language features, that show:

- how changes in the physical environment reflect the writer's feelings
- how a particular mood is created and/or sustained.

The writer described the setting of the farm has changed from his perspective. By saying "The stillness frightened me" he is referring to a previous visit he was welcomed louder and happier. Personification was used to describe his welcoming "dogs wriggling its hips and barks hello". The writer also showed how different it was "twenty years" ago. The writer is now older. Listing was also used to describe how he was welcomed and how different it is now "Grandpa waving, one of the dogs, at least one old chicken". //

QUESTION TWO: POETRY

Refer to Text B, "Boy", on page 3 of the resource booklet to answer this question.

- (a) (i) Identify one language feature the writer uses to describe the dog.

Lining

- (ii) Give an example of this language feature from the text.

"He's left sheep and cattle, hasn't snarled or bitten anyone."

- (b) Explain how this language feature helps us to understand the writer's attitude towards the dog.

The writer uses this to show how innocent the dog is and doesn't want 'Boy' to get in trouble. Lining was used to go against someone.

- (c) Explain how the writer helps us to understand different attitudes towards the dog **throughout the text.**

ASSESSOR'S
USE ONLY

Support your answer with reference to techniques, including language features, that show:

- how the dog is seen in a positive and/or negative way
- why the writer has presented different attitudes towards the dog
- how the writer identifies with the dog.

N1

QUESTION THREE: NON-FICTION

Refer to Text C, "Growing Pains", on page 4 of the resource booklet to answer this question.

- (a) (i) Identify one language feature the writer uses to describe gardening.

Listing

- (ii) Give an example of this language feature from the text.

"Gardening is a rich mix of diligent effort followed by frustration, confusion, sunburn and soiled hands"

- (b) Explain how this language feature helps us to understand the process of gardening.

The writer uses listing, which helps us the process of gardening. It gives us an idea of what's like to garden and the complications of it.



(c) Explain the writer's experience of gardening **throughout** the text.

**ASSESSOR'S
USE ONLY**

Support your answer with reference to techniques, including language features, that show:

- the positive aspects of gardening
 - the negative aspects of gardening
 - the writer's overall feelings towards gardening.

Exemplar 1

Not Achieved exemplar for 90851 – 2015			Total score	05
Q	Grade score	Annotation		
1	A3	There is an adequate explanation of how the writer's experience of the setting changes in 1(c), with a limited reference to past times ("previous visit he was welcomed louder and happier ...")		
2	N1	The candidate gives an appropriate example in 2(a), with a brief explanation of the attitude to the dog. 2(b). The explanation is undeveloped. Different attitudes to the dog throughout the text are not addressed.		
3	N1	The candidate gives an appropriate example in 2(a), with a brief explanation of understanding the process of gardening 2(b). The explanation is undeveloped. The writer's experiences of gardening throughout the text are not addressed.		

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Exemplar 2

Level 1 English, 2015

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

9.30 a.m. Monday 16 November 2015

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.

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Not Achieved

TOTAL

6

SUPERVISOR'S USE ONLY

QUESTION ONE: FICTION

Refer to Text A, "Arrival at Magpie Hall", on page 2 of the resource booklet to answer this question.

- (a) (i) Identify one language feature the writer uses to describe the setting of the text.

Metaphor

- (ii) Give an example of this language feature from the text.

The weak autumn light descended from the clouds and bounced off the ~~the~~ cliffs to the north, playing tricks.

- (b) Explain how this language feature helps us to understand the writer's feelings about the setting.

That ~~Autumn~~ were the ~~writer~~ person is ~~Autumn~~ its not a very bright day and the sun is getting further away from them.

- (c) Explain how the writer's experience of the setting has changed.

Support your answer with reference to techniques, including language features, that show:

- how changes in the physical environment reflect the writer's feelings
- how a particular mood is created and/or sustained.

The writers setting is quite a dark place, not much light. It isn't a very looked after place. ~~it was~~ The writers mood is quite a sad mood so making it sound like a quite dark place to be. Also the writers making it sound sad because the writer is saying how ~~they~~ they was would always arrive with a lot of mood and sound but this time there was none of that. You can tell at the end this person is more grown up now ^{as} because they have a tattoo, so ~~even~~ this person has gotten older & so has everything around them.

QUESTION TWO: POETRY

Refer to Text B, "Boy", on page 3 of the resource booklet to answer this question.

- (a) (i) Identify one language feature the writer uses to describe the dog.

~~Metaphor similes listing~~

- (ii) Give an example of this language feature from the text.

~~See Page~~

~~8~~

~~especially while there's lints all around the
place it's like woolly maggots~~

- (b) Explain how this language feature helps us to understand the writer's attitude towards the dog.

~~That the dog does a lot of
crazy things.~~

- (c) Explain how the writer helps us to understand different attitudes towards the dog **throughout the text.**

Support your answer with reference to techniques, including language features, that show:

- how the dog is seen in a positive and/or negative way
- why the writer has presented different attitudes towards the dog
- how the writer identifies with the dog.

The writer started off with a negative seen for the dog by listing a few bad things and saying you can't trust a dog you can't see, but then its seen as a nice dog by saying that they the writer likes Bog. and that the dog is not one to attack other animals. The writer identifies with the dog like its the writers own dog, just without any hassles of having to do any chores for it.

QUESTION THREE: NON-FICTION

Refer to Text C, "Growing Pains", on page 4 of the resource booklet to answer this question.

- (a) (i) Identify one language feature the writer uses to describe gardening.

Metaphor

- (ii) Give an example of this language feature from the text.

Gardens are battle fields.

- (b) Explain how this language feature helps us to understand the process of gardening.

That gardening is very hard work,
so like if you have to bigger rest
things are going to go wrong and weeds
and things you don't want will take
over.

(c) Explain the writer's experience of gardening **throughout the text**.

Support your answer with reference to techniques, including language features, that show:

- the positive aspects of gardening
- the negative aspects of gardening
- the writer's overall feelings towards gardening.

The excitement of the gardening centre and the writer is saying how everything in store looks so promising but isn't when you do it yourself. The writers overall feelings for garden is that its so much easier to go to the shop and buy your fruit rather than grow it. But respect the people that can grow things.

N2

QUESTION
NUMBER

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

ASSESSOR'S
USE ONLY

Sniffing the compost, snacking there,
Pooping on the grass, peeing against the wall
of my garage, and wagging his tail
whenever he sees me

90851

Exemplar 2

Not achieved exemplar for 90851 – 2015			Total score	06
Q	Grade score	Annotation		
1	N2	There is a superficial explanation of how the writer's experience of the setting changes in 1(c) ("would also arrive with a lot of mood and sound")		
2	N2	A correct feature is identified in 2(a), but the explanation given does not outline the writer's attitude 2(b). The explanation is in 2(c) is superficial and generalised, with a tendency to paraphrase the text.		
3	N1	The candidate gives an appropriate example in 2(a), with a brief explanation of understanding the process of gardening 2(b). The explanation is undeveloped. The writer's experiences of gardening throughout the text are not addressed.		