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90851



908510



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD  
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SUPERVISOR'S USE ONLY

Exemplar 6

## 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.**

Low Merit

TOTAL

13

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.

adjectives imagery.

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

'...the weak autumn light descended from the clouds and bounced off the cliffs to the north (...)'

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

The imagery is created by the use of <sup>words with</sup> negative connotations, so that shows the writer feels negatively about the farm. Words such as 'retreated' and 'reduced' and 'dissolving' are used to create the imagery, showing that the writer feels like the farm is a weak and lonely place. By describing the setting using negative words to create a negative image, it shows the writer ~~not~~ feels negatively about the farm.

- (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.

~~Language features~~ Verbs are used to show how changes in the physical environment ~~have~~ reflect the writer's feelings. In lines 5-7 when the writer is describing what the farm used to be like, she uses verbs such as 'waving,' 'wriggling,' 'scratching,' and 'nudging.' These verbs suggest a lot of movement, implying that the farm used to have a lot going on at once. When describing the farm after her grandfather had died, she uses verbs such as 'shuttered,' and 'leering,' and 'stared.' These verbs, in contrast to the ones used to describe the farm before her grandfather's death, are still <sup>and unwelcoming</sup> and <sup>and solemn</sup>. This shows that the writer's experience of the farm has changed from ~~the~~ being positive and welcoming and busy, to being still and unwelcoming. The particular mood is created by using words of negative connotations when describing ~~of~~ the farm after her grandfather has died, and using positive connotations ~~be closer~~ when describing the farm before his death. This clearly shows the writer sees the farm as going from a happy place to an ~~unwelcoming~~ unwelcoming, cold place.

MS

## 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.

colloquial language

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

wibble-wobbley 'but a bundle on it'

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

Colloquial language is used when a person is talking casually about something, so the fact that the writer uses it to talk about 'boy' shows that he is not worried about him or seriously annoyed at him. If he was writing to complain, the writer would use ~~more~~ seriously write with a more serious tone, but because he uses colloquial language throughout, it is clear the writer does not feel negatively about 'boy,' but relaxed.

N

- (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 has helped us to see the dog in a positive way by using colloquial language when describing him. Because the writer is talking about the dog casually, it shows he doesn't have any big problems with him.  
The writer also uses alliteration throughout the text, & such as in line 8; 'sniffing(...)  
snacking(...) This also shows that the dog is seen in a ~~negative~~ positive way, as these words <sup>have</sup> positive connotations, and alliteration puts emphasis on them, so the writer is putting emphasis on positive words.

The writer clearly identifies with the dog because he looks out for it, and tries to get on 'boy's' owners good side for rewards (scones) like boy probably does.

**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.

rhetorical question

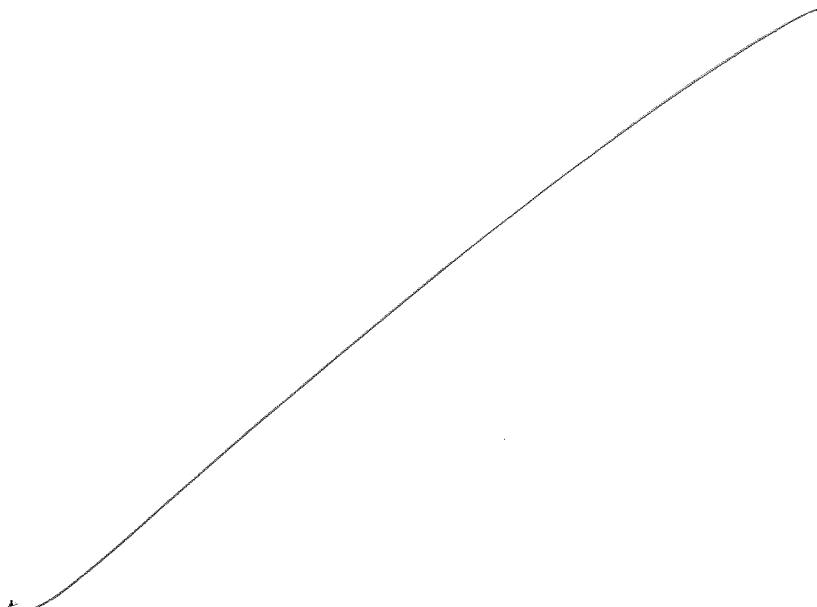
- (ii) Give an example of this language feature from the text.

'Maybe you can find something to do with zucchinis?'

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

Rhetorical question encourage people to think and consider different options, so by using a rhetorical question to ask what to plant in the garden shows that the process of gardening includes thoughtfulness and considering different options. It shows that the process of gardening includes asking yourself questions and then problem solving.

✓



## (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. difficult but worth it.

A language ~~for feature~~ feature that show the writer's overall feeling towards gardening is alliteration. It is used in places such as line 6-7, 'sunburn and sore hands'. A language feature the writer uses <sup>throughout the text</sup> to show their overall feelings towards gardening is a metaphor. The writer uses one in line 20; 'Gardens are battlefields.' This shows the writer ~~feels~~ feels that gardening is hard work and there are things such as 'birds and butterflies' going against you, but ~~at~~ it also implies that it is something that can be achieved with planning and hardwork, just like battles. The writer uses ~~negative and~~ words with negative and positive connotations to show the negative and positive aspects of gardening. They use negatively connotated words such as 'gravelled' and 'tenacious' and 'frustration' to describe the bad aspects of gardening, which clearly ~~gives them a negative~~ shows they are negative aspects of gardening. Meanwhile, the writer uses positively connotated words such as 'excitement' and 'interesting' and 'pleasures' to describe enjoyable parts of gardening, showing that there are positive aspects too.

A4

## **Exemplar 6**

<b>Low Merit exemplar for 90851 – 2015</b>			<b>Total score</b>	<b>13</b>
<b>Q</b>	<b>Grade score</b>	<b>Annotation</b>		
1	M5	The candidate has shown a convincing understanding of how the writer's experience of the setting has changed, by exploring the effects created by vocabulary choice. Well supported by appropriate examples.		
2	M4	The candidate presents a clear explanation of how the writer helps the reader understand different attitudes towards the dog. Correctly identifies a number of techniques with a straightforward understanding of effects created.		
3	M4	The candidate has identified several techniques with appropriate supporting examples, presenting together with a sound understanding of the various experiences of gardening.		

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Exemplar 7

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High Merit

TOTAL

17

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.

First - person

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

"The stillness frightened me"

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

The ~~stillness~~ & use of first person throughout the whole text helps us to understand the writers feelings, because we are able to see inside the authors thoughts, what they are thinking, and their emotions. We are able to put ourselves in the setting through the use of senses, and thoughts of the author. We get an idea of what it feels like to be in the situation of the subject of the text

Z

- (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.

- Use of first person helps us to see inside the authors mind, and experience the situation first-hand so we can fully understand what it is like to be in the authors situation. She describes the ~~weak~~ autumn light as 'weak', and rotten autumn leaves are now damp. Autumn could represent Magpie Hall when her grandfather was with her, and the autumn light represents the happiness they shared. Now her grandfather is gone, and the autumn light is weak and the beautiful sight of autumn leaves are now gone as they are rotten and damp. The coming of winter represents the authors feelings now that her grandfather is gone, as the autumn slowly fades away and winter comes, her happy memories and feelings with her grandfather are replaced with sad and lonely ones ~~at~~
- A lonely atmosphere / is created the mood is created through the text. In the beginning, the author has an imagination that her grandfather is there, giving the author hope she may not be alone. But the setting is described as quiet, as noises which wouldn't normally be so loud are emphasised, such as when the author uses a simile to help us realise the quietness of the setting, which feeds off the idea of loneliness - "After I kicked the cardoor closed, the sound was like an explosion"

## 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.

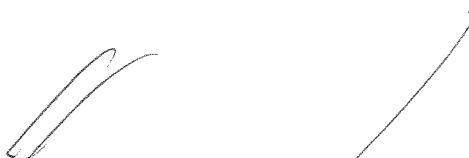
Verb

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

"and wagging his tail whenever he sees me,  
whenever I call his name"

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

We get the idea that the writer has a positive attitude towards the dog, and does like him and enjoy his company. A dog wagging it's tail usually means it's happy, and since the writer points out it does this when &he calls him off or whenever he sees him, as if the dog didn't like the writer the natural thing would be that the writer doesn't like him either.



- (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 uses verbs and alliteration (wibbly-wobbly young black lab) to describe the dog in a positive way. The use of a verb when the dog is wagging its tails gives us the idea that the dog is happy and shares a good relationship with the writer and its owner. The use of alliteration (wibbly-wobbly) gives the idea of the a fun dog, through the choice of vocabulary also. Through ~~these~~ of this description we get the image of a happy and young dog. The writer presents a different attitude towards the dog, as it is described as a young dog, who are usually full of life, untrained and slightly reckless. The ~~wanted~~ writer presents a negative attitude towards the dog as it 'poops on & all over the grass', and 'pees against the wall'. This must be frustrating for the ~~wanted~~ because although he and the dog share a good relationship, are happy together, as it is his neighbours dog it must be frustrating that a dog who is not his own is constantly at his place and leaving messes for him to cleanup.

MS

**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.

First person

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

'my cauliflower has bolted'

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

We understand that the writer enjoys gardening but explains that it is ~~the~~ a frustrating process, as it is near uncontrollable but gardening involves being in control, so it is a frustrating and difficult process for those who hope to control it and garden well.

/

(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.

Through first person we see the positive experiences of gardening and the excitement of choosing your own plants to grow. We see inside the writer's mind and get first hand experience on her feelings and own experiences in gardening. The writer uses exclamation marks when choosing what she wishes to buy to plant. 'Kale!', 'Fill all the garden!'. This emphasises the writer's enthusiasm towards the opportunity to be able to garden, and his/her excitement towards the idea. The writer also has negative thoughts on gardening, shown through the use of first person so we are able to have an insight on his/her thoughts. 'your vegetables won't be as perfect as the ones in the store' It is almost a put down on yourself, as there is many frustrations to gardening for example your plants 'bolting'. Overall, the writer has a positive attitude towards gardening and accepts the fact it will not always be perfect, but it is rewarding in the end and if not there is always alternatives. The writer has the last say as a positive fact ('they haven't gone to seed and will be a fine alternative to cauliflower'), so we get the idea he/she rather looks at the positive side and pushes away the negatives.

## Exemplar 7

High merit exemplar for 90851 – 2015			Total score	17
Q	Grade score	Annotation		
1	M6	Solid, structured and convincing, but not a perceptive explanation. The candidate has convincingly outlined the effects created through the use of first person narration in revealing the writer's experience of the setting.		
2	M5	The candidate presents a convincing explanation of how the writer helps us understand the different attitudes towards the dog. Comments made in relation to the author's use of verbs and alliteration are indicative of the convincing level of commentary provided throughout the answer. Further unpacking of understandings about the attitudes revealed would lead to an M6.		
3	M6	The candidate has identified several techniques with supporting examples. A convincing understanding is shown of the impression of gardening the writer wishes to convey to his readers. Some glimpses of insight are evident ("gardening involves being in control ..."), but are not sustained.		