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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 8

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.

Excellence

TOTAL

19

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.

"staring into my back, willing me to turn and face them"

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

This language feature helps us to understand that the writer had some places that she didn't visit because she was scared, and now it seems like she is being forced to go and explore those places now that her grandfather isn't there to keep them in good shape.

- (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's experience of Magpie Hall has changed drastically since her grandfather died. Contrast is used to describe how the farm used to be full of life e.g. "always accompanied by movement and sound" and now how nothing is happening and it's as if the house was frozen in time. "the stillness frightened me" the fact that the spectre of her grandfather comes to greet her shows that she still thinks that it's her grandfather's house, and that they shouldn't be moving in. This also helps create a haunted house feel, along with the description of the house itself and how the trees seem to move closer and trap her in. This creates an eerie mood which is sustained through the final paragraph due to the only movement other than her being the single magpie perched on the roof. This creates a feeling that nothing else wants to be around and so they have, fled. the fact that she starts thinking about herself with the mention of the "fresh tattoo" on her left wrist implies that she doesn't want to think about the house and is focusing on herself instead.

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.

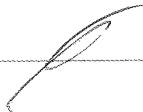
I biting

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

"sniffing at the compost, snarling there..."

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

This ~~boring~~ language feature helps us to understand the writer's attitude towards the dog as it implies that she thinks that the dog is really hyperactive.



- (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 dog is seen in a positive way by the writer as the listing of leaving the sheep/cattle alone and not biting anyone implies that it's been well trained and is a friendly dog. The owner of the dog seems to think that the dog is constantly getting into trouble, as indicated by her always calling out for the dog and that "you can't trust a dog you can't see". It also seems like the farmers are very cautious of the dog as the writer says that Bay might get shot, although that may just be the thoughts of the one seemingly over-protective owner kicking in. The constipation of the word "maggots" implies that the land is swarming with lambs and that the dog is eventually going to run ~~up~~ into one. The writer identifies with the dog as it seems like the dog is doing the right ~~things~~ things at the right time to earn affection/rewards, as it seems the writer is also learning to do as shown from line 26 onwards.

The fact that the writer refers to the dog as "wibbly-wobbly" implies that she thinks that the dog is kind of fat and bobs around everywhere.

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 contrast)

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

"don't have to leave your bed... 120 days is almost incomprehensible!"

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

This helps us to understand that while people are used to things happening instantly, gardening will take a long time, much to most people's disbelief.

(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.

A positive aspect of ~~growing~~ gardening is that it gives you an end ~~goal~~ goal, this is shown in the phrase "there's nothing but the expectation of something". This phrase could be considered irony as it goes back on itself almost immediately. The exaggeration in "Kilos of tomatoes, cucumbers..." highlights whether ^{*expect} position* the writer has experienced, which is your work coming to an end and you reaping the rewards.

A negative aspect ~~of~~^{*is} that your vegetables won't be as perfect as the store bought ones. The connotations of the word "battlefield" suggest that nothing is safe in the garden. Something will hurt the precious plants that are growing in the garden, which has probably happened to the writer.

The writer's overall feelings about gardening seem to be that while you don't always get what you want, it's an enjoyable experience and he will keep trying. The final sentence of the story ends, "That's gardening" implies that you take what you get ^{**} when you have the chance.

~~and try again~~

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Exemplar 8

Excellence exemplar for 90851 – 2015			Total score	19
Q	Grade score	Annotation		
1	M6	The candidate convincingly addresses how the writer's experience of the setting has changed with references drawn carefully from throughout the text.		
2	E7	The candidate develops a perceptive commentary, with sufficient insight linked to well chosen examples from throughout the text for excellence: "... seemingly over-protective owner ..."; "... doing the right things at the right time to earn affection ..."		
3	M6	The candidate presents a thorough explanation supported by appropriate examples of how language features (contrast, irony, exaggeration, connotation) help us understand the writer's feelings about gardening.		

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SUPERVISOR'S USE ONLY

Exemplar 9

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
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Excellence

TOTAL

24

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.

"Staring at my back, willing me to turn and face them..."

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

The use of personification for places on the farm gives the setting ~~aren~~ a more alive feeling, but not necessarily in a good way. The personification used makes it seem as if these places are almost forcing the writer to come to them, against her will, which gives these places a sense of power against the writer. This makes the writer feel on edge and nervous.

The way she makes these places seem almost human showcases ~~for~~ the power the have over her, which almost frightens her.

(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 now sees the farm as something ominous and frightening, whereas she once used to see it as something warm and inviting. The writer shows how her experience of the setting has changed by showing how changes in the physical environment reflect her feelings. The use of verbs such as "waving", "sniff", "bark", "wriggling", "crowing", and "nudging" ^{when} write the writer describes what the farm used to be like when her grandfather was still alive, bringing about how the ^{and activity} physical environment used to alive with the sound of animals. The verbs allow us to picture a farm vibrant with energy and activity. From this we can see that when her grandfather was alive, the writer thoroughly enjoyed her experience on the farm - it brought about for her the feelings of aliveness, allowing her to feel content. However, the use of personification in the line "the flowers had retreated", ^{physical} showcases how the environment of the farm now is casting a dark mood over the place. Flowers are symbolic of life, colour and enjoyment, however now that they have "retreated" we see how the writer expresses how the life and colour has been sucked from the farm. She now feels as though there is no happiness left within the farm now that her grandfather has died and therefore feels frightened due to this ("a slight panic"). The text shows how the writer's experience of the setting has changed through the use of vocabulary with negative connotation, which sustain the ominous mood of the writer associates with the setting. Vocabulary such as "spectre", "shadows", "panic", "creeping", "looming", "spikes", "rotten" and "leering" reflect how the farm now has a dark atmosphere placed over it. These words have associations with frightening things, making the reader picture feel uneasy and weary as the writer describes the farm. LE8

These words are used throughout the story, and sustain the dark mood of the text. The writer now associates the farm with something strange and scary, robbed of the beauty it once possessed when she was younger.

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.

"silly bugger"

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

The use of colloquial language in the line "silly bugger" helps us to understand the writer's attitude towards the dog as it shows how he has a soft spot for the dog, despite its annoying tendencies.

"Bugger" is used the colloquial language represents his causal attitude towards the dog, conveying that he finds the dog slightly irritating, but loves it all the same. In NZ culture, "silly bugger" is used as a ~~father~~ rather endearing term, which shows how the writer finds the dog cheeky in his own right

- (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 alliteration to portray how he sees the dog in a negative way in the line "wibbly-wobbly". The alliteration used emphasizes the words, making them stand out more to the reader and allowing us to think about them in relation to the dog. The words "wibbly-wobbly" imply that the dog is clumsy and perhaps rather daft, which do not have positive connotations. Through this, the ^{reader} writer understands that the writer sees the dog in a negative way, believing him to be ~~clumsy~~ clumsy and irritating, which causes annoyance for him. The writer wishes for us to understand that he does not view the dog as something beneficial at the start of the poem. The writer has represented different attitudes towards the dog using juxtaposition in the lines, "sniffing the compost, snacking there / pooping on the grass, peeing against the wall". In the first line we see the dog as something rather innocent and rather cute, just going about its daily dog needs such as "sniffing" and "snacking", which don't cause anyone any harm. Here, the writer reveals his soft spot for the dog. However, the juxtaposition of this with the second line reveals the dog as an annoyance. Now the dog is "pooping" and "peeing" which both have negative associations. Here, the writer expresses his irritation at some of the dogs actions. Through this, the ^{reader} writer is made aware that the writer shares a love and hate relationship with the dog. How the writer identifies with the dog is shown through the use of repetition in the line, "I've finally learned to say the right thing at the right time". The repetition of the word "right" emphasises this and gets the reader ^{thinking} more deeply about what the writer actually means. The writer sees the dog as an annoyance sometimes, but also as a benefit as it helps him to maintain a good and "right" relationship with his neighbour. In this sense, the writer sees the dog as a sort of icebreaker, which allows for him to have a good relationship with his neighbour.

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 battlefields"

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

Through the metaphor "gardens are battlefields" we see that the process of gardening is in fact a very difficult one.

Comparing the garden to a battlefield makes the reader think of all the challenges faced within a battlefield - death, conflict etc. Therefore the reader understands that gardening is a tough process - sacrifices may be made, plants may be lost, new ones may grow. This is to be expected, as it is all part of the process.

- (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 writer shows his experience of gardening by speaking of the positive aspects of gardening. This is shown through the use of short sentence structures in these lines: "Kale!" "Fill all the garden!" "Plant all the things!" These short sentences express the excitement the writer feels. He is overwhelmed by all the new things he is able to plant and is unable to conceal the bewilderment he feels at this. The writer shows how gardening instills a sense of excitement within us as we set out to plant a range of different things, which is positive.

The writer speaks of the negative aspects of garden through the use of vocabulary with negative connotation such as "frustration", "confusion" and "sunburn". These words are associated with negative things so therefore cause us to picture the "frustration" of the gardener as he discovers his "sunburn". We formulate images of these negative aspects in our mind. The writer wants us to understand that gardening is not all fun, there are some annoyingly negative aspects associated with it.

The writer shows his overall feelings towards gardening through the use of a short sentence at the conclusion of the text, "that's gardening". In this he expresses what he believes gardening is about. The last short sentence is what the reader is left with, so it therefore sticks in our mind and allows for us to understand the writer's overall feelings about gardening. We look at it in a deeper context, and understand that the writer means that gardening is about mistakes and successes, which combine together. It is not all perfection, which is what he wishes for us to understand, and we do, through his final sentence.

Exemplar 9

Excellence exemplar for 90851 – 2015			Total score	24
Q	Grade score	Annotation		
1	E8	The candidate shows a perceptive understanding of writer's experience of the setting, integrated with a consistently high level of appreciation of how techniques are used to present the range of feelings experienced. Detailed commentary on connotations associated with particular choices of diction and imagery made by the writer distinguish this response.		
2	E8	The candidate focuses in insightful detail on a range of the writer's attitudes towards the dog. This commentary is skilfully integrated throughout with a perceptive discussion of how several techniques (colloquialisms, alliteration, juxtaposition, repetition) are used to reveal the writer's attitudes.		
3	E8	A perceptive commentary about the writer's gardening experiences: concise, fluent, engaging and responsive, with a clear appreciation evident of techniques and their intended effects sustained throughout the response.		