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90851



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

SUPERVISOR'S USE ONLY

2014 / AS90851
Low achievement
exemplar

Level 1 English, 2014

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

9.30 am Wednesday 12 November 2014

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 achievement

TOTAL

07

ASSESSOR'S USE ONLY

QUESTION ONE: FICTION

Refer to Text A, "A Misunderstanding with Mr Taylor", on page 2 of the resource booklet to answer this question.

- (a) (i) Identify ONE relationship in the text, and describe it in your own words.

The relationship between Colin and Archie.

- (ii) Provide an example from the text to support your answer.

"Before I could reply my mate - my good mate - Colin piped up from the back row"

- (b) Explain how this example shows you what the relationship is like.

This example shows me what the relationship is like by displaying ~~emph~~ emphasis on ~~good~~ "my good mate" which shows sarcasm from the narrator that despite being good friends, Colin wasn't being the best one at the time.

- (c) Explain how the writer develops at least one relationship **throughout the text**.

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

- how new situations can present challenges to forming relationships
- how relationships can change or be maintained
- how relating to other people can be difficult.

The writer develops the relationship between Archie and Mr. Taylor by the use of techniques, and language features. At the beginning of their relationship, Mr. Taylor didn't think very highly of Archie by referring to him as a "anti-social lout with concern for the rest of us". ~~in~~ At the end of the text, Mr. Taylor then decided to ~~be~~ not be so harsh on Archie by allowing him to move somewhere else.

QUESTION TWO: POETRYASSESSOR'S
USE ONLY

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

- (a) (i) Identify ONE language feature the writer uses to show her experience at the estuary.

Personification

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

"daffodils, leggy ballerinas, had shimmered in the wind"

- (b) Explain how this language feature helps you to understand the writer's experience at the estuary.

This language feature helps me understand the writer's experience at the estuary by depicting what she saw when she was there and using the language features to describe it in more detail.

- (c) Explain how the writer helps us to understand her experience at the estuary **throughout the text**.

ASSESSOR'S
USE ONLY

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

- the difference between day and night at the estuary
- a change in mood.

The writer helps us to understand her experience at the estuary throughout the text by using techniques and language features to depict the differences between day and night at the estuary and the change in mood. eg: "The night was tight-lipped" and "Here in the daytime, daffodils, leggy ballerinas, had shivered in the wind" these two quotes contrast each other.

N2

QUESTION THREE: NON-FICTION

Refer to Text C, "Don't be an Egg! Three Golden Rules of Online Safety", on page 4 of the resource booklet to answer this question.

- (a) (i) Identify ONE language feature the writer uses to help us understand his ideas about being safe on the Internet.

Metaphor

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

"a shady pack of wolves ready to bully, steal and deceive"

- (b) Explain how this language feature helps us to understand the writer's ideas about being safe on the Internet.

This language feature helps us to understand the writer's ideas about being safe on the internet by exaggerating the dangers of the internet by saying that scammers and hackers are just like wolves "cloaked in a shroud of anonymity"

- (c) Explain how the writer helps us to understand his ideas about being safe on the Internet throughout the text.

Support your answer with reference to the techniques, including language features, that the writer uses:

- to appeal to his target audience
- to structure his ideas effectively
- to comment on the impact of the online world.

The writer helps us to understand his ideas about being safe on the internet by using techniques and language features by using jargon to appeal to his target audience eg "duh" and "doots" and also lists his ideas so that it can be easier to read. The writer comments on the impact of the online world by giving advice on how to avoid problems online.

Low Achievement exemplar for 90851 / 2014		Total score	07
Q	Grade score	Annotation	
1	A3	<p>The candidate has briefly explained a change in the relationship with a single focus on Mr Taylor's perspective in 1 (c). The candidate attempts to address the 'throughout the text' component of the question with two examples drawn from the beginning and end of the text.</p> <p>Sarcasm is the only technique identified in 1 (b).</p> <p>The 'how' component has not been adequately addressed.</p>	
2	N2	<p>Personification has been correctly identified with an accurate example in 2 (a), but the discussion of how this feature helps with an understanding of the experience is non-specific and inadequate. The candidate begins a discussion on contrast and uses two examples in 2 (c), but there is no explanation of effect.</p>	
3	A3	<p>The candidate shows an understanding of the way metaphor (3 (b) "shady pack of wolves") helps us understand the writer's ideas about being safe on the Internet "by exaggerating the dangers". The candidate mentions jargon and listing, but with superficial explanations.</p>	

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Achievement

TOTAL

10

ASSESSOR'S USE ONLY

QUESTION ONE: FICTIONASSESSOR'S
USE ONLY

Refer to Text A, "A Misunderstanding with Mr Taylor", on page 2 of the resource booklet to answer this question.

- (a) (i) Identify ONE relationship in the text, and describe it in your own words.

The relationship between Archie Barrington and Collin MacPherson.

- (ii) Provide an example from the text to support your answer.

"~~That's~~ Collin piped up from the back row "That's Archie Barrington, Sir. Our very own boy racer."

- (b) Explain how this example shows you what the relationship is like.

This example shows that Archie and Collin were great friends and how Collin was trying to get his friend in trouble, and how they were friends that could take the mickie out of each other. "my mate - my good mate Colin" the use of repetition.

(c) Explain how the writer develops at least one relationship **throughout the text**.

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

- how new situations can present challenges to forming relationships
- how relationships can change or be maintained
- how relating to other people can be difficult.

The relationship between Archie and Collin was a positive relationship they made challenges for each other by getting each other in trouble. "You're such a pal. He'll hate me forever now. You too." The technique of a hyperbole "forever" and minor sentence "You too". This relationship was maintained with the use of laughter and jokes.

"Collin was still spitting with laughter when we left." Use of a metaphor. "He's going to be mad as a wasp when he finds out" the use of simile. Showing a joke and something funny and amusing is going to happen.

QUESTION TWO: POETRYASSESSOR'S
USE ONLY

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

- (a) (i) Identify ONE language feature the writer uses to show her experience at the estuary.

rhetorical question

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

A fire that fed on darkness?

- (b) Explain how this language feature helps you to understand the writer's experience at the estuary.

This helps us understand the writer's dark experience. The estuary that was "black" that it was cold like the night. That the estuary was hard to see that in the night it came alive but during the day it was dead. And at night it was hungry.

technique
repe

- (c) Explain how the writer helps us to understand her experience at the estuary **throughout the text**.

ASSESSOR'S
USE ONLY

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

- the difference between day and night at the estuary
- a change in mood.

technique
repetition

The writer shows the estuary ~~at~~ in the daytime. "daytime, daffodils" shows the estuary is bright the sunlight reflects a yellow glimmering beam off the estuary. In the night time the estuary "The night was tight lipped." The use of personification is used to show the ~~light at the~~ estuary in the night it is hard to see and it ~~quite~~ tightly squeezed shut. "The moon" reflects of the old estuary.

The change in mood goes from ~~excited~~ ^{scared} "Scared of what we might see," to Excited "Crabs!" And interested. "From innocent to ominous" Something not to be frightened of to something to be frightened of.

A3

QUESTION THREE: NON-FICTION

Refer to Text C, "Don't be an Egg! Three Golden Rules of Online Safety", on page 4 of the resource booklet to answer this question.

- (a) (i) Identify ONE language feature the writer uses to help us understand his ideas about being safe on the Internet.

Rhetorical question

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

Even if the recipient is someone you can trust NOW, are you 100% certain that they will be forever?

- (b) Explain how this language feature helps us to understand the writer's ideas about being safe on the Internet.

This language feature helps me to understand ideas of being safe on the internet because it is stating do you trust this person with this information and if you will for your whole life because if not you should think very carefully about what you are doing and if you may regret it in the time to come. And if yes do not tell this person or give this person the information.

- (c) Explain how the writer helps us to understand his ideas about being safe on the Internet throughout the text.

Support your answer with reference to the techniques, including language features, that the writer uses:

- to appeal to his target audience
- to structure his ideas effectively
- to comment on the impact of the online world.

The writer uses facts and percentages "17%, 55%, 100%." This shows the audience that he has researched it and knows exactly what he is talking about.

The writer uses 3 points to state his ideas effectively. Going from a bad point to getting worse to worst point. Using a lot of rhetorical questions to make the audience to think and understand what he may be talking about "It's all fun and games until a professional boxer decides to take exception to your bullying tactics and pay you a visit isn't it? This gives the audience the result of being scared and what can come to bullying online. Could you please lend him, oh I dunno, like \$5000? This shows that this happens all over the world and it's a scam, letting he's letting you know it is fake and that if you get email like this you will know it's a scam. And how people use the internet to get stuff off you. In all of his ideas it tells us how to prevent and that we shouldn't it is a very effective structure

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

ASSESSOR'S
USE ONLY

QUESTION
NUMBER

of ideas. The writer tells us informs us their
is good things about the internet but "The
Internet can be a scary place." And also
a lot of bad things the internet can bring
upon you.

90851

Achievement exemplar for 90851 / 2014		Total score	10
Q	Grade score	Annotation	
1	A4	The candidate has addressed the question by briefly exploring a number of aspects of the Archie–Colin relationship with examples and the techniques used: repetition, hyperbole, minor sentences, use of laughter/jokes, metaphor.	
2	A3	The candidate shows some understanding of the way some techniques (personification, change of mood) help describe experiences at the estuary. The response does not go beyond brief comments on each technique.	
3	A3	<p>The candidate identifies a range of techniques with examples: eg: 3 (c) “uses facts and percentages 17%, 55%, 100%”, but in some instances with limited accompanying commentary: “This shows the audience he has researched it and knows exactly what he is talking about.”</p> <p>The candidate’s attempt in places to go beyond the text and give their own views on internet safety do not enhance the answer: 3 (c) “This shows that this happens all over the world and it’s a scam.”</p>	