

90851



2014 / AS90851
High excellence
exemplar



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

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SUPERVISOR'S USE ONLY

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.

High excellence

TOTAL **24**

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 Archie and Mr Taylor is based on a misunderstanding and is formal, but eventually becomes mutual.

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

An example is the metaphor "anti-social louts" used by Mr Taylor.

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

Mr Taylor directs the metaphor "anti-social louts" at Archie because he assumes that due to Archie being late and his passion for racing ~~the~~, Archie is not interested in school or academics. This is a misunderstanding of what Archie and Mr Taylor's relationship is based.

(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.

In Text 'A' a relationship that develops throughout the text is between Mr Taylor and Archie. In the beginning of the text, there is a misunderstanding between them that poses a challenge in the forming of a positive relationship. Because Archie came in late, Mr Taylor "barked" at him. This metaphor provides an image of a grumpy, slightly unhappy teacher. This is because new situations like having a new and different teacher means the student (Archie) is not well understood so Mr Taylor gets the wrong idea. Colin, Archie's friend, uses the simile "mad as a wasp" which describes Mr Taylor's short temper. However, the relationship changes from when Archie was being judged and thought of as "anti-social" by Mr Taylor. Whereas, Mr Taylor initially believes this of Archie due to Archie's tardiness and hobbies, Mr Taylor soon realises that Archie is actually a good student. This changes their relationship, seen by the writer's choice of language when Mr Taylor admits he "jumped to insufficient evidence." Mr Taylor found it hard to relate to Archie because he did not acknowledge that Archie's hobbies did not define his general attitude. Once Mr Taylor attempted to understand and get to know Archie, seen by the use of alliteration "panel of photos" that were of the kart Archie liked to drive, they found a mutual ground. Archie and Mr Taylor's relationship is initially off-balanced but they manage to work their way to a mutual relationship.

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.

Interrogative

- (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.

The interrogative "A fire that fed on ~~dark~~ darkness" helps us to understand that the writer had a curious and intriguing experience at the estuary. The writer was also nervous as she was ~~imagery~~ ~~imagining~~ ~~the~~ negative things that could be potentially life-threatening. She wishes to understand what the noise is so that her fear can leave.

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

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.

At the beginning of her experience, the writer is feeling ~~she~~ anxious about what might occur. We know this by her use of the antonyms "innocent" to "ominous." During the day at the estuary, the writer uses the metaphor "leggy ballerinas" to describe the daffodils which produces an innocent, more cheerful ~~the~~ image. However, at night-time this changes and her experience is more anxious. She helps us to understand this through the interrogative "a fire that fed on darkness" which produces a much more macabre image. The writer is worried and fears what may be around the estuary. However, once she determines the source of the "crackling" (onomatopoeia) noise her mood changes from "scared" to one of surprise and relief. The minor sentence "Crabs!" can be taken to mean an exclamation of surprise. The writer uses the language feature of alliteration to show her relief that it was the crabs making the "clacking" noise. The alliteration is "crabs up... clacking their claws" and then uses the metaphor of "bony scissors" to explain the crabs' claws, which is not actually scary at all. Whereas, the writer initially felt afraid, using personification to describe the moon as "tight-lipped" which makes us imagine an unpleasant experience, she later uses personification to make her experience appear actually pleasant later on. She describes the crabs' actions as "courting", this personification conjuring an image of care, love and gentleness, which is followed by "kisses" that also emphasises this.

QUESTION THREE: NON-FICTIONASSESSOR'S
USE ONLY

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.

A language feature the writer uses is a metaphors.

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

An example is "pack of wolves".

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

The writer uses the metaphor "pack of wolves" to emphasise the dangers posed by some Internet users. By reminding the audience of these dangers, he is encouraging other users to be careful about what we do and who we trust on the internet. The writer is also advising you not to ~~encoury~~ encourage the "wolves" by offering out personal 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 thinks the internet is an unsafe place and thinks we should be more careful with it. He uses the metaphor "pack of wolves" to describe some internet ~~uses~~ users who are willing to "bully, steal, and ~~deceiv~~ deceive." This listing is used to emphasise his the writer's idea of how there are multiple ways in which the internet can harm you. His target audience appears to be teenagers, even ^{writing} that "as teenagers we...". To appeal to his target audience of teenagers he uses pronouns like "we" and colloquial language such as "doofus" and "uncool". This helps teenagers to relate to the text and therefore, also the writer's ideas. His ideas are set out in an effective structure of listing of "1. Don't... 2. Nigeria...." and then "3. Jeepsers... stalker?". This logical layout is a simple way of clearly illustrating his points. Rhetorical questions like "could you... like \$5000?" are used by the writer to comment on how the online world often results in someone naively lending out money they will not get back (stealing). Writers choice of language such as "stalker" helps to explain how the online world can threaten us and put us in danger. It reminds the audience that not everybody has good intentions. The writer believes that to remain safe on the internet we should maintain a level of privacy and uses statistics like "17%" and "55%" to help us understand that once we share information, it does not always remain private. This can lead to "stalkers" and the writer suggests we just do not share any information that is extremely private with anybody via the internet

High excellence exemplar for 90851 / 2014		Total score	24
Q	Grade score	Annotation	
1	E8	The candidate shows a perceptive understanding in the shifts in the Archie–Mr Taylor relationship, integrated with a consistent level of appreciation of how techniques are used to present the relationship development. Comments in 1 (c) like: “ ... having a new and different teacher means that the student (Archie) is not well understood...” ; and “...because he did not acknowledge that Archie’s hobbies did not define his general attitude” are indicative of the sustained level of appreciation of the relationship and factors influencing the development of the relationship.	
2	E8	The candidate focuses in insightful detail on a range of the writer’s experiences at the estuary: from 2 (b): “a curious and intriguing experience”; from 2 (c) “anxious”, “worried” , “surprise and relief”; “unpleasant” to “pleasant”. This commentary is skilfully integrated throughout with a perceptive discussion of how several techniques (interrogatives, antonyms, metaphor, onomatopoeia, minor sentence, alliteration, personification) are used to reveal the writer’s experience.	
3	E8	There is a clear appreciation of the writer’s purpose (for example, from 3 (c): “The writer thinks the internet is an unsafe place...”) and how techniques are used to emphasise these views (“some internet users are willing to bully, steal and deceive ... listing is used to emphasise the writer’s idea that there are multiple ways in which the internet can harm you...”.) This level of perception is sustained throughout the response.	