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90851



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

SUPERVISOR'S USE ONLY

2014 / AS90851
Merit 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.

Merit

TOTAL

16

ASSESSOR'S USE ONLY

QUESTION ONE: FICTION

ASSESSOR'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.

Mr Taylor's relationship with Archie - he judges him by his cover, making Archie initially an outcast in his classroom.

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

"That's the seat reserved for anti-social louts with no concern for the rest of us".

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

Mr Taylor says this to Archie only just after meeting him, knowing virtually nothing about him. This shows a teacher-student relationship where a teacher judges a student unfairly, making this a tense and confused relationship. Archie however

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

ASSESSOR'S
USE ONLY

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.

Mr Taylor's relationship with Archie is one that is developed throughout the text. It starts off quite rocky, with the situation in which they meet causing Archie to be seen as someone who is a troublemaker. This is shown through the connotations of the words Mr. Taylor describes him with such as "anti-social behaviour", which has very negative connotations. This relationship changes throughout the text, as he begins to see that Archie is actually a very good student, and not what he thought he was. His dialogue at the end shows this, as he indirectly apologises for first judging Archie by devoting a class to looking at the kernel of what he chose.

M5

QUESTION TWO: POETRY

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.

"The night was tight lipped"

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

The author's use of personification helps us to understand her experience at the estuary as it involves a sense of unknown, of another presence. Calling the night "tight lipped" has a negative connotation, giving us the sense that the night was hiding something. This is a clear representation of how the author was scared of what was happening at the estuary, with the possibility of a fire. Personification shows how unwelcoming the night was, hiding things that were beautiful in the daytime.

- (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.

Throughout the poem, the writer uses language features to recall her fear at the sense of the unknown that surrounded her at the estuary. The main way that she highlights the difference between day and night at the estuary is through personification. When ~~referring~~^{remembering} to the daytime, she refers to the daffodils as "leggy ballerinas", and this use of personification makes the daffodils seem beautiful and welcoming. It shows daytime at the estuary to be a friendly place. This contrasts with the connotation used to describe her experience at night. Here, words like "creeping" and "Methuselah-bag" have very negative connotations. They make the estuary seem unwelcoming and unfriendly, full of things which will harm the author. It invokes in the reader her sense of fear. The use of rhetorical questions and repetition are two features used to show a change in mood. In the first two stanzas, rhetorical questions such as "A fire that feel in darkness?" help to show the author's fear of possible unknown dangers, giving the reader a sense of tension. The mood changes in the third stanza, in which the repeated use of the word "creeks" helps to show her relief at being able to find what was in the darkness, and her relief at the fact that they were safe.

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 Questions

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

"... are you 100% sure 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.

By asking his audience rhetorical questions, Kim gets them to think about what he is saying in regards to their own internet use. In this example, he gets his audience to consider the long-term effects of irresponsible internet usage, engaging his readers and causing them to consider the impacts of their actions.

- (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 a variety of language features to help his teenage audience to understand the dangers of the internet and how to use it appropriately. One way that he appeals to his target audience is through the use of humour and colloquial language. By using words such as "dude" in his anecdotes, he engages the audience. It also gives the reader the feeling of a casual conversation, rather than a lecture from an older person. This makes them more likely to listen to and remember what he is saying. He also uses lists and anecdotes to structure his ideas. He begins each of the points on his list with a short, factual anecdote, before moving into what his point is. This makes the different points stick in his reader's minds. Also he also comments on the impact of the online world through rhetorical questions and humorous anecdotes. By offering real life examples, he gives his message a purpose - it is centered in reality, not a make-up warning. Rhetorical questions then ask us to link this impact back to ourselves and to our own lives.

Merit exemplar for 90851 / 2014		Total score	16
Q	Grade score	Annotation	
1	M5	The candidate has shown a convincing understanding of the Archie–Mr Taylor relationship and how it develops. There are some potentially insightful comments that could be successfully further explained: eg: "...he judges him by his cover, making Archie initially an outcast..." Further unpacking of understandings and the techniques used both in this instance and elsewhere in the response would lead to an M6.	
2	M6	The candidate presents a clear and thorough explanation of how the writer helps us understand the experiences at the estuary. Several comments made in 2 (b) in relation to the author's use of personification ("the night was tight lipped") are indicative of the convincing level of commentary provided throughout the answer.	
3	M5	The candidate has identified several techniques with supporting examples. A convincing understanding is shown of how techniques have been used to appeal to the target audience of teenagers: eg: "he gives the reader the feeling of a casual conversation, rather than a lecture from an older person. This makes them more likely to listen..."	

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High merit
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High merit

TOTAL

18

ASSESSOR'S USE ONLY

QUESTION ONE: FICTIONASSESS
USE OF

(C)

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 the teacher at the beginning is ~~so~~ a bit tense and Archie is looked down on by the teacher

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

"That's the seat reserved for anti-social louts with no concern for the rest of us"

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

(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 ~~aw~~riter shows how new situations can present challenges for forming relationships with the ~~use of~~ repetition of the phrase "antisocial lout." The teacher expected Archie to be disruptive or annoying based on his the knowledge that Archie was a racer, and he was suprised when Archie didn't act to his expectations. In the second part, the teacher referring to the rant Archie uses was an indication that his relationship with Archie had changed be due to his understanding that he had jumped to conclusions.

M5

QUESTION TWO: POETRY

ASSESSOR'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.

The questions show the writer's train of thought. She doesn't know what is causing the sound so she is wondering to herself. The thought of a fire without flames is fairly imaginative and scary, indicating that she is both confused and frightened by the noise. Her experience was tense and apprehensive.

- (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.

The writer shows the difference ^{between} in night and day through metaphors. In the day, the daffodils are described as "leggy ballerinas," ~~g~~ The gives the impression that they ~~d~~ looked graceful, and the scene in the day was somewhat happy. When it turns night, the moon is described as "Methuselah-hag." This is comparing the moon to something old and ancient, giving a more ominous feel. The mood is shown to change from apprehensive to exciting. ~~This~~ From line 16 to 17, there is a dramatic change in structure. The second paragraph ends in a long, descriptive sentence with draws out the moment and adds suspense. The next line is a single word with an exclamation mark: "Crabs!" This ~~e~~ sharp contrast shows clearly to the reader the sudden change from apprehensiveness, to excited realisation. The change in choice of language from dark and ominous ("A fire that fed on darkness?") to happy and fun ("in their white evening jackets") also add to this effect.

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.

Listing

- (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.

The listing of criminal activities exaggerates the idea that there are dangerous people hiding everywhere on the internet. This exaggeration, while introducing the point of the article and showing the writer's strong stances, also captures the reader's attention to persuade them to read more.
continue reading the article.

- (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 colloquial language and references that are relevant to teenagers to appeal to them. For example, he talks about a "Twitter troll," which may not make sense to some people but nearly all teenagers, especially those who use the internet, will understand the meaning. Using informal language, such as calling a person a "doofer" makes the text feel more casual, which is and humorous, which will engage teenage readers more. The use of listing to head each section with an instruction makes clear the ideas that he is arguing for. The use of rhetorical questions, such as "Even if the recipient is someone you trust NOW, are you certain they will be forever?" leads the viewer to agree with the author, and understand the impact bad decisions on the internet can have in their life. Statistics are used to back up these points, such for example "around 17% of recipients share the photos the receive." This gives the argument that sending "inappropriate selfies" is unsafe, more credibility.

High merit exemplar for 90851 / 2014		Total score	18
Q	Grade score	Annotation	
1	M5	The candidate presents a concise explanation supported by the judicious selection of details from the text. An ability to read “between the lines” is evident: “The teacher expected Archie to be disruptive or annoying based on the knowledge that Archie was a racer...”	
2	E7	The candidate presents a perceptive analysis showing a sustained appreciation of how several techniques (rhetorical question, metaphor, contrast, language choice) work together to reveal the experience of the estuary during the day and at night.	
3	M6	Convincing understanding of the writers’ position is evident in 3 (b) “exaggeration ... showing the writer’s strong stance’. The candidate also shows some appreciation of how the text targets a teenage audience in 3 (c) through the use of colloquial language. Some element of appreciation is evident in comments on the use of rhetorical questions in 3 (c). Comments at this level on other techniques would lift this response to Excellence.	