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2

91100



911000



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

Level 2 English, 2015

91100 Analyse significant aspects of unfamiliar written text(s) through close reading, supported by evidence

2.00 p.m. Monday 9 November 2015
Credits: Four

Achievement	Achievement with Merit	Achievement with Excellence
Analyse significant aspects of unfamiliar written text(s) through close reading, supported by evidence.	Analyse significant aspects of unfamiliar written text(s) convincingly through close reading, supported by evidence.	Analyse significant aspects of unfamiliar written text(s) perceptively through close reading, supported by 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 91100R 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 Merit

TOTAL

13

ASSESSOR'S USE ONLY

QUESTION ONE: FICTION

Refer to Text A, "Singing Home the Whale", on page 2 of the resource booklet to answer this question.

Analyse how the writer shows Will's changing emotional state throughout the passage, and how this is affected by his encounter with the orca whale.

In your answer you should:

- show understanding of the key ideas being presented
- identify and give examples of techniques used in the text, and explain their effects (techniques used might include, but are not limited to, adjectives, listing, and simile)
- show understanding of the writer's purpose.

Will's emotional state ^{at the beginning is} ~~changes from~~ being influenced by a lot of feelings and ~~to~~ leaving them out through singing and finally feeling free being on the sea. The author shows Will's stress relief through the wind with personifications "The lapping water beat a rhythm; birdsong tuned his ear" that this is what is music in his ears instead of real beats how normal teenagers relief their stress or what they enjoy. When he starts singing he does what he love shown by the rhyme of the words "inde" and "spine" which gives the described process a rhythm and it seems to be something that he does very often. "weeks and weeks of humiliation wrapping the bay in heartfelt song" describes how much he lets go of his feelings. His emotional state changes ~~to caring~~ when he sees the whale. Usually he would be scared but the listing of adjectives "A head burst from the water, rounded, soft lined, black and white" emphasizes the animal's attitude and its friendly nature as soft things are unlikely to hurt us. The author also uses similes describing the whale "mewing like a baby in need of milk." and "it looked for all the world like it was smiling" which lets ~~us feel~~ the whale seem cute and ~~needing~~ that it needs help like a ~~baby~~ human's baby and that it also is not going to hurt

Will, it shows that it is peaceful. /

It lets Will start to care for the whale, ~~it~~ his helping-instinct appears and he forgets about everything else, especially made clear by the use of dialogue "Where's your mum?" as a reflex ~~because~~^{as} a whale won't reply to him. /

The writer wants to show that nature and human instincts are strong and that humans also are just ~~as~~ a kind of an animal ~~as~~ and animals ~~don't~~ especially orcas don't have to be dangerous. Everybody is helpless sometimes. And she also shows Will's engagement with the whale because he totally forgets about himself even if he fell off his boat seeing the baby whale. //

M5

QUESTION TWO: POETRY

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

Analyse how the writer creates changes in mood as the day turns to night.

In your answer you should:

- show understanding of the key ideas being presented
- identify and give examples of techniques used in the text, and explain their effects (techniques used might include, but are not limited to, contrast, assonance, and metaphor)
- show understanding of the writer's purpose.

During daylight the writer's mood is good, ~~the~~ she is creative, seeing stories in the sky shown by the personification "the clouds tell tales" also shown by the metaphor "The sky is a book today". It shows that every day is different every cloud and it describes everything depends on how you see things.

The assonance "~~of frisky sleep, headed by howlers~~" "of swooning pufferish swept" describes the form of clouds and lets the reader imagine the city sky.

As the night comes the author describes the change of the atmosphere with the phrase "Then all is gone" showing how sudden it comes. She is describing the sun as burning everything down when ~~the~~ it dives into the sea, using the personification "~~into~~".

Especially the clouds "~~now burning on the valuable horizon~~".

The metaphor "dusks skeletons" shows how scared ~~and~~ the author is of the night, ~~and that she is~~ also so does "another night's graveyard". Referring to death with these metaphors emphasizes that she can't control the night. Like she can't control death. Both is always coming and both is inescapable. The only thing the author is relying on

is the moon, shown by the personification "commander of the night, watcher of the city skies" as the moon is the only source of light. ✓

The author's purpose is to show the way of life, because there are always good and bad, dark and light times, there is always day and night. ✓✓

A4

QUESTION THREE: NON-FICTION

ASSESSOR'S
USE ONLY

Refer to Text C, "Falling out the End of the Earth", on page 4 of the resource booklet to answer this question.

Analyse how the writer shows the mysterious and remote nature of Antarctica, and how this makes us want to understand it.

In your answer you should:

- show understanding of the key ideas being presented
- identify and give examples of techniques used in the text, and explain their effects (techniques used might include, but are not limited to, personal pronouns, metaphor, and rhetorical questions)
- show understanding of the writer's purpose.

The writer shows that we can't control Antarctica and its dangerous nature describing the death of Scott's crew and how their bodies are still there, frozen in ice. That is kind of scaring, but then the writer addresses the reader with personal pronouns like "you" and "we" making all NZ'ers and writing about a topic which not only affects her. She describes it ~~with the metaphor~~ it as a part "of our mental furniture" a metaphor for everything what we think of, what we are and followed by the rhetorical question "So, is what we see in the ice merely our own selves?" she emphasizes that humans are nature, we are a part of the world and the world is ~~one thing~~ in its own thing. And also that things we think of reflect our own personality. The metaphor for describing Antarctica "a great, distorted mirror" means that you can see yourself but it is just a ^{just} reflection and people see you in another way and you ~~are~~ will never be able to look at you in another way. You have to accept what you can see. But that also ~~to~~ means that we don't even have control about ourselves so ~~to~~ like we can't control Antarctica.

The writer's purpose is to show that we sometimes have to ~~accept~~ accept to not know and that some things are supposed to be not controlled by humanity even if humans wish to control everything. It also reflects that nature is bigger and stronger than us and that we are just a small part of something big.

A4

Low Merit exemplar for 91100 2015			Total score	13
Q	Grade score	Annotation		
1	M5	This answer was awarded M5 because it addressed the question (change of emotions...) by showing how a number of feelings developed through the passage. While many of these were at the Achievement level, merit level analysis was present. For example, the simile “like a baby” is given a clear and rational explanation as indicating the whale was “cute...was not going to hurt Will...is peaceful”. Thus a layered analysis of the effect of the technique is presented which is convincing.		
2	A4	This answer was awarded A4 because it addressed the question (change of mood...) by showing how moods associated with different times occurred through the passage. The approach was more descriptive than analytical although meaning was drawn from the text. An example is the metaphor “book” which “shows every day is different”. This does not have the depth of Answer A because the explanations were not developed.		
3	A4	This answer was awarded A4 because it addressed the question (mysterious and remote nature...) by discussing a number of techniques used to create attraction. The approach was more descriptive than analytical although meaning was drawn from the text. An example is the metaphor “mirror” which “shows you have to accept what you can see...we can’t control Antarctica.” The connections between the elements of this explanation were not developed.		

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High Merit

TOTAL

17

ASSESSOR'S USE ONLY

QUESTION ONE: FICTION

Refer to Text A, "Singing Home the Whale", on page 2 of the resource booklet to answer this question.

Analyse how the writer shows Will's changing emotional state throughout the passage, and how this is affected by his encounter with the orca whale.

In your answer you should:

- show understanding of the key ideas being presented
- identify and give examples of techniques used in the text, and explain their effects (techniques used might include, but are not limited to, adjectives, listing, and simile)
- show understanding of the writer's purpose.

Throughout the passage, Will changed emotions from hurt and lonely, to scared and surprised to sympathetic towards the whale.

At the start of the passage, Will is feeling hurt and lonely and all these sad emotions. Through the text ^{uses listing} it ~~is~~ "his doomed audition piece", "the hurt poured out of him" "anger, paranoia..." which shows a lot has gone on in his life, although at the same time he is relieved to be alone on the boat, fishing. When he says "ah, home" it is like a sigh of relief, like he has been waiting for this for a long time. Through singing as well, he can release some of his emotions and the use of personification like "the hurt poured out of him.... wrapping the bay in heartfelt song." The hurt can't actually wrap the bay, but Will gets rid of his hurt onto something else, in this case the bay, through song.

The next part of the passage is when the orca whale was hitting the boat, and it disturbed Will's peace but also frightened him. The use of vivid verbs like "stumbled, scrambled, rocking" gives us an idea of the rough motions

the whale caused and they have sharp sounds on them which [&] we can imagine that it was frightening for Will. /

The last part of the passage is when Will feels empathetic and sympathetic towards the orca because they have some things in common. A rhetorical question is used when Will says "Where's your mum?" because obviously the whale can't reply, but earlier in the passage it says "his parent's departure overseas", so both the whale and Will had parents disappearing, which he can make a connection with. The simile "mewing like a baby in need of milk" compares the orca to a human baby needing milk and attention, so he can feel sorry for the whale when it is crying out for its mother. Also, Will and the whale are out on a big vast space of water, alone so ~~th~~ Will can feel a bit less lonely because he can connect with the whale. //

m6

QUESTION TWO: POETRY

ASSESSOR'S
USE ONLY

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

Analyse how the writer creates changes in mood as the day turns to night.

In your answer you should:

- show understanding of the key ideas being presented
- identify and give examples of techniques used in the text, and explain their effects (techniques used might include, but are not limited to, contrast, assonance, and metaphor)
- show understanding of the writer's purpose.

The writer is showing how everything is full of life during the day, and when night comes everything is 'dead' and black and dark.

Personification is used to show that during the day, everything is lively and light, including things that aren't even alive. It says "leaves turn pages" and "the clouds tell tales" like the day is a story and everyone and everything has a part to play in it. A metaphor "the city sky is a book today" is used to tell us the sky is so busy with leaves, colours and lots going on, it is like a story with lots of pages to look ~~and~~ at. Alliteration like "herded by howling shepherds" is also used to make us think of even the dogs herding sheep are lively and makes the piece more fun, just like the daytime.

However, the mood changes to boring and gloomy for nighttime. The use of language like "seas trickle", "creatures depart", "tired land" ~~is~~ is such a contrast from the daytime language; it's like all of the life has been taken out for night time. Personification such as "the vulnerable horizon" is used to show even the

nature around is vulnerable to night time and the horizon has to change too, as the sun goes down. The use of words associated with death like "skeletons" and "graveyard" makes us think the writer thinks that everything is dark, still and dead during the night.

The mood from day to night changes dramatically and there is such a contrast from the bright lively day to a dull, boring night.

MS

QUESTION THREE: NON-FICTION

ASSESSOR'S
USE ONLY

Refer to Text C, "Falling out the End of the Earth", on page 4 of the resource booklet to answer this question.

Analyse how the writer shows the mysterious and remote nature of Antarctica, and how this makes us want to understand it.

In your answer you should:

- show understanding of the key ideas being presented
- identify and give examples of techniques used in the text, and explain their effects (techniques used might include, but are not limited to, personal pronouns, metaphor, and rhetorical questions)
- show understanding of the writer's purpose.

The mysterious nature of Antarctica is shown through different language features. One of them is the rhetorical question "so, is what we see in the ice merely our own selves?" This is referring to no matter how many times we go to Antarctica or look at it, we will not want to live there but just go there for travel and curiosity. It makes us think about it, although there is no answer and is thought-provoking, just like Antarctica itself. A metaphor "part of your mental furniture" is saying that the idea of going to Antarctica is set in our brain like furniture, well furniture is comfortable and like a safety thing we all know so they are saying we have all in our brains got a desire to know about this strange, empty place. We want to understand it more because through the use of statistics like "In 1910, ... from southern New Zealand" it makes us think that even people from our own country went there, and although they didn't make it back, that's another reason to go; to finish off what they started. The listing of people visiting Antarctica "scientists,

base staff, visiting artists and media" gives an impression like another world out there because people actually live there, giving another reason to visit. However, a contrasting sentence "the isolation seeps through" makes us think how do these people survive the cold, no proper food and no family there? These are all more reasons to visit, just to say you've been and experienced the bizarre things out of curiosity.

MG

High Merit exemplar for 91100 2015		Total score	17
Q	Grade score	Annotation	
1	M6	<p>This answer was awarded M6 because it addressed the question (change of emotions...) by showing how sadness is created in the opening section and comparing this to the final emotion – empathy. This scrip was at the merit level because it detailed the effect of techniques in a reasoned and clear way. Examples include listing “which shows a lot has gone on...at the same time he is relieved to be alone”, and the connection made between the rhetorical question, simile and the comparison to Will in the final paragraph. This combination of techniques to create meaning explains convincingly how the boy and whale are connected and thus how empathy is made clear.</p>	
2	M5	<p>This answer was awarded M5 because it answered the question (change of mood...) by showing mood changes associated with a change from life to death. An example of this being accomplished at the merit level is the way the student contrasts specific items of language in the second half with what came before – “it’s like all of the life has been taken out”. This is added to by the attention paid to diction associated with death which “makes us think that the writer things that everything is dark, still and dead during the night.”</p>	
3	M6	<p>This answer was awarded M6 because it answered the question (mysterious and remote nature...) by briefly unpacking a number of techniques in sufficient detail. These include the metaphor of furniture, “furniture is comfortable and safety thing we all know...we all have in our brains the desire to know about [Antarctica]”.</p>	