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Level 1 English RAS 2023

91927 Demonstrate understanding of significant aspects of unfamiliar texts

EXEMPLAR

Excellence

TOTAL 22

Page 1 – Pilot Assessment

Make sure you have the paper Resource Booklet 91927R.

QUESTION ONE

Read Text A, "Matariki", to answer this question.

How do the writer's language choices help us to understand their experience of Matariki? You might consider how they have used:

- references to time
- ideas about the activities during the celebration
- ideas about whānau and belonging.

Support your explanation with quotes and examples of language features from the text.

B I U ☰ ☰ ↶ ↷

In this text, the author describes their experience of Matariki and how it is an important celebration in Aotearoa to mark the time of new beginnings. He uses a range of descriptive language features and specific sentence structure to portray how much this celebration is sacred and important to him. The intention of this short story was to inform the readers on how lively and fun Matariki is and how it is a time where friends and whanau gather to celebrate a time of new beginnings.

The sentence structure and repetition used together throughout the text helps the writer emphasise the importance of Matariki in New Zealand and how this should be celebrated by more people around the country. The first three paragraphs of the text start with "Matariki. It's the time of..." and the other paragraphs begin with "It's the time of..." which emphasises the importance of the celebration of Matariki and the intention of making sure that the readers understand 'Matariki' is celebrated every year and everyone always makes time to come together and celebrate. The repetition of 'It's the time of...' makes us, the audience know that Matariki is a big celebration in Aotearoa like how Christmas and New Years is a huge celebration globally, that Matariki is as big as those events but for New Zealand. Since this country is small, the emphasise and repetition makes New Zealander's sound very close and connected to one another that everyone is always aware of when Matariki is and people start making event gatherings and singing new Matariki waiata to get ready to celebrate new beginnings.

The writer also uses a lot of listing, sibilance, and alliteration when describing the different activities that families do together which helps us understand that the writer's experience of matariki was very pleasant and he thoroughly enjoyed being part of the celebration. We see this in the quote "It's the time of fresh green kete full of kai going into the earth...laid down with superheated stones. Sacking spread, wai poured, sods piled on." The alliteration "kete full of kai" and wai

poured, sods piled" makes the text sound playful and lively which the author is trying portray to the readers that he had lots of fun. This also seems that the story is written for a younger audience, maybe for children since the alliteration helps capture their attention and make it seem more interesting. The sibilance used in "superheated stones" and "sacking spread" with the harsh 's' sound makes matariki sound like very hard work and the listing of all the activities sound like everyone has come together and is helping each other to get everything set up to celebrate. This helps the reader relate to the text because of the emotive use of family and friends gathering is always talked about in society and how reuniting with everyone is an exciting time to feel a sense of belonging and being with your loved ones.

There is also a lot of nature woven into the story with an anecdote to give information on the history of where Matariki came from. We see this in the quote "Firelight and starlight, silhouettes in smoke, Tawhirimatea's winds lifting and scattering sparks." This quote includes one of the Maori gods and uses the verbs 'lifting' and 'scattering' which portrays that that Matariki is a time of uplifting others and gives the sense of hope for a new beginning. Also in this quote "Plumes of smoke and steam tamped down. A volcano sealed." This is the author describing how the Maori cook their traditional food which is 'hangi' in the ground and the use of 'plumes' to describe the smoke and steam makes it sound triumphant and exciting and that cooking hangi is a significant part of the celebration.

In the last paragraph, the author uses listing with family to portray how Matariki connects families together and that it is a time of gathering. We see this in the quote "It's the time of waiting and watching the slow turn of the earth among cousins and aunts and loved ones and friends, and of remembering those who've died." The alliteration in "waiting and watching" makes the hangi sound exciting and that everyone waits together for the food to cook as if it's a surprise and it sounds like they are eager and can't wait to eat the food. This adds to the idea of whanau and belonging and how people feel happy when they are around their loved ones. It makes Matariki sound like a time where everyone looks forward to gather and also other people who don't celebrate Matariki can still relate to the closeness of family.

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QUESTION TWO

Read Text B, "the road and the rain", to answer this question.

How does the writer help us to understand their experience of the journey? You might consider how they have used:

- mood or atmosphere
- ideas about life as a journey
- observations of the environment
- ideas about past and present.

Support your explanation with quotes and examples of language features from the text.

B *I* U

In this poem, the writer helps us understand their journey by their use of sentence structure and negative connotations throughout the text. The authors intention of this piece was to portray how dreadful and unpleasant the road-trip was and how she doesn't like visiting familiar places. This might be because she has experienced bad things in these places.

The mood the author creates with the use of negative connotations tells us, the readers that she is not enjoying the road trip and also how she already has set the atmosphere that it is raining while they are driving. We see this in the quote "We travel on, country music // barely discernible // above the sound of the road and the rain, // kilometres farther into the future." The use of rain in a text sets the atmosphere and usually associates with unpleasantness and loneliness. The alliteration used in "road and the rain" is a harsh sound with the letter 'r' used which sounds like she is fed up with the journey and wants it to be over. And also "farther into the future" is used because the author feels that the journey is never ending. This makes the author relatable for readers because we can relate to when we had to go for a long drive that felt never ending or having to do something that we don't always enjoy. We can also assume that the writer is young because she stated 'country music' which isn't a very popular music genre in our generation and also could symbolise boredom and annoying.

Another language feature used in the text to further help us understand how the writer feels about her journey is the use of sibilance. We see this in the quote "When we arrive, a skylark struggling against a southerly leads us" this language feature helps us think that the author doesn't like where the person is going to take them and the 's' sounds are emphasising how much she doesn't enjoy the trip and makes her seem childish like she is complaining about something. There is also rhyming in the quote "to the right end of the beach // where my ancestors are buried in the graveyard lots among the tall grass" The rhyme with 'beach'

and 'buried' are harsh connotations and the 'b' sounds don't sound very pleasant. The rhyming used makes it seem that the author doesn't know who their ancestors are and don't really care about going to visit them on the beach. She also says that her ancestors were "lost among the tall grass" which indicates that the place they were going to isn't normally somewhere they would visit because they haven't been that the grass is overgrown. The overgrown grass is easy for the readers to relate to because everyone knows that when grass has overgrown, that's because they haven't been looking after the place or it's been a long time since they have been there. In the context, we know that the graveyard hasn't been taken care of and no one usually visits there because it is lost and forgotten.

At the end of the poem, the author uses listing with lots of negative connotations and sibilance to further deepen the audience's understanding of how much she dislikes the road trip. We see this in the quote "Above us - silent, dark, small // - a swift scythes through // the last of this long day's light." This quote shows uses negative connotations such as 'silent', 'dark', 'small', and 'long' which shows us that throughout the poem, her dislike towards the journey has increased and she now uses these words that end the poem in a dull mood. When she says 'long day's light', having a 'long day' is usually said when you are doing something that you don't enjoy and when people say "it's been a long day" it's because it felt like forever when that certain activity they had to do made the time go by slower. This portrays the idea about how life is a journey and you have to do things you enjoy in order to do the things that you want to do. I assume that the author is a teenager since the specific words used throughout the text sounded like she was whining and so she might be still living with parents and that she had no input in whether or not she was going or not. This makes the poem relatable for teenagers since parents always make them do things that they don't particularly enjoy.

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QUESTION THREE

Read Text C, "The Beach", to answer this question.

How does the writer help us to understand people's experiences of the beach? You might consider how they have used:

- ideas about what people do at the beach
- ideas about what people feel about the outdoors.

Support your explanation with quotes and examples of language features from the text.

B I U    

In the text, the writer talks about a visit to the beach and the ideas on other people's experiences on the beach and what they usually do. Throughout the text, he uses language techniques such as rhetorical questions and personal pronouns to help engage the reader and to try and convince them that his opinion is correct. We also learn that people feel that the outdoors and going to the beach is a place of freedom and being able to do what you like because it's like escaping your reality.

In the first paragraph, the author compares the outdoors with our living rooms using metaphors. We see this in the quote "That careful arrangement of log to stones has the intimacy as our living-rooms, only out here, on the wilderness of a coast, it is an open house." This quote helps us understand that usually the people who go to beaches are organised people who just want to get away from their reality so they go build campfires neatly like they would in their own homes to make themselves feel comfortable. This makes us think about our perceptions on life and make us wonder why we do things the way we do. It also gives us the idea that people feel that being outdoors is a way to be free and not having to worry about anything else.

In the second paragraph, the writer uses rhetorical questions to help engage the audience into their text and makes them wonder to themselves as they read an opinion piece. We see this in the quote "Once on the beach what do we do? We head to the farthest rock, of course, Why this need to occupy the last speck of land? Well, for one thing, it's fun." This quote also uses personal pronouns when answering the rhetorical questions to make it seem as if the answer is also coming from the audiences behalf. This makes it easier for the writer to make the audience believe him and take his side that everyone who goes to the beach 'heads to the farthest rock'. We can link this to society and how humans act because the the writer uses personal pronouns such as 'we' that indicates that he believes that everyone who goes to the beach does the same thing and how in everyday life, people are usually 'sheep' and follow what everyone else does just to fit in.

The author uses listing and alliteration towards the

end of the text which helps him tie up the authors purpose of the text. We see this in the quote "Beaches, after all, are a work in progress, tooled by wind, waves, and currents." The use of "wind, waves and currents" describe the beach but also symbolises the uncertainty of people's lives and why they like to go to the beach. The intention of saying that the beaches are a 'work in progress' helps me understand that every beach is different and that there is always something new to explore. The alliteration in "wind" and "waves" has a harsh 'w' sound which sounds like something that is unstable and uncontrollable which might be why people go to the beach because the uncertainty of everything at the beach can also be the idea of how life is always a surprise and how not everything is in your control.

The author also uses a lot of statements and short sentences to portray what people do at the beach. We see this in the quote "We go to the beach to get away from our structured lives." This quote is said like a statement with the personal pronoun of 'we' to make the audience feel included and also make them agree. Since the beach is somewhere to relax and 'go with the flow' of things, this makes us think about how life is usually like a routine in peoples lives; go to school and repeat the next day. The inclusivness throughout the text between the author and the readers helps us to understand that everyone's lives are 'structured' and the beach is where people like to escape their reality for just a day.

Excellence

Subject: English

Standard: 91927

Total score: 22

Q	Grade score	Marker commentary
One	M6	The introduction is focused on answering the question and begins to show an understanding of purpose. The answer unpacks thoroughly how the language works in multiple ways, convincingly linking to the text and question.
Two	E8	<p>This response is framed by a purpose statement and sets about building a case showing understanding of how the purpose and idea have been communicated through significant aspects across the whole text in relation to the human experience.</p> <p>The examination of significant aspects perceptively unpacks language and the implications of these selections in multiple ways.</p>
Three	E8	<p>The introduction states the purpose and links this to a clear idea from the text. Each paragraph considers the position of the author and perceptively discusses the deliberate impact of language and ideas on the audience.</p> <p>The last paragraph draws the discussion together and links back to the purpose.</p>