

1

90851



908510



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

SUPERVISOR'S USE ONLY

Level 1 English, 2012

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

9.30 am Monday 12 November 2012

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.

Excellence

TOTAL

20

ASSESSOR'S USE ONLY

You are advised to spend one hour answering the questions in this booklet.

ASSESSOR'S
USE ONLY

QUESTION ONE: FICTION

Refer to Text A, *Art for a Price*, on page 2 of the resource booklet to answer this question.

- (a) (i) Identify ONE language feature the writer uses to show what the shopping mall or the people within it are like.

Descriptive language //

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

"...luminous spaces filled with artificial light."

- (b) Explain how this language feature shows what the shopping mall or the people within it are like.

The language feature helps the reader visualise the environment of the shopping mall, in the way that it is very well lit. The example "luminous spaces" allow the reader to imagine that the shopping mall is glowing "with artificial light." Therefore, this descriptive language shows that the shopping mall contains inviting, well-lit expanses. //

- (c) Explain how and why the writer helps us to understand what the shopping mall and/or the people within it are like **throughout the text**.

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

- what the shopping mall and/or the people within it are like
- a view of society.

Again, descriptive language throughout the text allows the reader to visualise the setting of the shopping mall more accurately. This descriptive language includes the use of comparative language, such as ~~sim~~ the metaphor "the mushroom walls," which directly compares the edges of the mall to the walls of a trunk of a mushroom, ^{where} ~~which~~ the reader would most likely be able to ~~me~~ produce a more vivid mental image of the surroundings. This would ~~then~~ show to the reader that the shape of the mall is mushroom-like, as the description of the roof "a mushrooming roof" would portray.

The author's technique of accurately describing what the people in the mall were doing not only helps us as the readers understand the setting more precisely, but allows us to understand her view of society, with the way she described them. For example, when she writes "Others were more leisurely, content to ~~pause and~~ stall, pause and linger, drifting without ambition," she hints that many in society lack direction. Not only in what they do, but in life in general. Another example "people hurried or ambled along, each distracted and oblivious to their own pace," supports the author's

QUESTION TWO: POETRY

ASSESSOR'S
USE ONLY

Refer to Text B, 'Clean as a whistle' I say. 'That's what I want.', on page 3 of the resource booklet to answer this question.

- (a) (i) Identify ONE language feature the writer uses to show what the character of the son is like.

~~Colloquialisms~~ ~~Quotes~~ Double entendres //

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

~~"They~~ "It's a fine balance." //

- (b) Explain how this language feature shows what the character of the son is like.

When the author describes her son balancing the mop ~~across~~ across the bucket as "a fine balance," she is also referring to the fine balance the boy is making between earning money for mopping the floor, and finishing the job with haste. This shows us that the son tries to make the best of the situation for his benefit, i.e. earning money but doing the minimum required to do so. //

- (c) Explain how and why the writer helps us to understand what the character of the son is like **throughout the text**.

ASSESSOR'S
USE ONLY

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

- what the son is like
- the parent's point of view
- what the parent-child relationship is like.

The author uses repetition of the word 'forte' to outline ~~the~~ her son's shortcomings. This occurs in ~~the~~ three places. The first is 'Words are not his forte,' meaning to say that he may not talk much, where the following line "to have them delivered free on a shirt [he is wearing] is a gift," means to say that the words on the shirt portray a message, which would 'talk for him' in this sense. This reflects typical teenage behaviour, and the author ~~uses~~ alludes this to her son to describe him. //

The ~~second~~ second is "Cleaning floors is not his forte" which ~~the~~ simply describes her son's lower amount of effort used to clean the floor. The following line "but necessity is the mother of many things / including money" explains that he is only doing it for money, outlining his somewhat self-centred nature. //

The third is "Detail is not his forte" describes her son's lack of attention to detail, in the way that he isn't cleaning the floor ~~thoroughly~~ thoroughly. The following line then states "well, yes, it is. Somewhere under the words across his shirt / there's a detailed careful adult biding its

E7

QUESTION THREE: NON-FICTION

Refer to Text C, *How Real is Reality TV?* on page 4 of the resource booklet to answer this question.

- (a) (i) **In your own words**, identify ONE positive or negative point the writer makes about reality television.

The trend of product placement in reality shows. //

- (ii) Provide an example from the text to support this point.

"Michelle Berry raced to the supermarket... In this case a Countdown supermarket, belonging to the show's major sponsor was featured." //

- (b) Explain how this point shows reality television either positively or negatively.

The author shows that this point is negative simply ~~in the~~ with the usage of adjectives: "disturbing and growing trend in dramas and reality TV." The author thinks this is disturbing as shows are sneakily advertising and promoting companies or products within their shows. //

- (c) Explain how and why the writer helps us to understand ideas about reality television **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 positive AND the negative points about reality television
- the impact of reality television on society.

The writer uses ~~there~~ a rhetorical question "But how much is fake?" to outline how real reality TV actually is. She then uses the example of 'Masterchef' purposely causing issues on the show, ~~so~~ so that their sponsor, ~~for~~ ~~less~~ Countdown, could be advertised. A negative connotation is present as the author seems to be scrutinising the fact ~~that~~ that 'Masterchef' did this. She does this with the rhetorical question usage, as well as the use of the word 'disturbing' to describe the incident as mentioned before. /

However, a positive light is shed on reality TV when the author uses quotes to highlight the fact that reality ~~pro~~ TV provides excitement to viewers. Another quote reads "People are interested in other people and the world around them," showing that it may fulfill some people's interests.

There may be an impact on reality TV in society however as it's fakeness at points may give younger generations in particular the wrong idea of what reality is. /

ES

Extra space if required.

Write the question number(s) if applicable.

ASSESSOR'S
USE ONLYQUESTION
NUMBER

1. c. idea of people being unaware of their actions, and being more thoughtless, in our society, in the way that they aren't ^{as} decisive as they should be. //

2. c. time," meaning to say although he doesn't have this attention to detail in ~~adolescence~~ adolescence, he will acquire this characteristic by the time he reaches adulthood.

Therefore in repeating this, the ~~mother~~ author documents her observations of her son's characteristics as a ~~parent~~ parent, from her point of view. ~~That~~ Because there is no mention of her getting upset over his actions, it shows the parent-child relationship on the side of the parent is a patient one, as the parent is accepting of these temporary negative characteristics of their child. //

90851

Excellence 20	Question 1	M5	This is an M5 because it identifies techniques e.g. metaphor “the mushroom walls” and briefly unpacks the technique – the shape of the mall. It also shows understanding of the use of adjectives as describing e.g. “luminous” and “artificial” without using the term adjective. There is some understanding of the groups of people and their being unaware or thoughtless.
	Question 2	E7	There is unpacking of the repetition of “forte” and its uses. The candidate shows some perception of understanding of language and how it is used with the explanation of the “fine balance”. There is some discussion of the nuances of the parent/child relationship.
	Question 3	E8	There is evidence of use of own words in (b) e.g. “sneakily advertising” and “promoting companies” which explains the example in (a). There is discussion of language use with a range of identified techniques and examples which are then explained showing understanding of the author’s purpose.