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Level 1 English, 2016

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

9.30 a.m. Thursday 10 November 2016
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 24

QUESTION ONE: NARRATIVE PROSE

Refer to Text A, "It Was Over Before it Began", on page 2 of the resource booklet to answer this question.

(a) Select (✔) ONE language feature the writer uses to describe the road trip.

☑ Adjective(s) ☐ Listing ☐ Rhyme

☐ Adverb(s) ☐ Repetition ☐ Simple sentence

☐ Alliteration ☐ Personification ☐ Verb(s)

☐ Conjunction(s) ☐ Punctuation

Give an example of this language feature from the text.

"an epic road trip"

(b) Explain how this and / or other language feature(s) helps you to understand the highs and lows throughout the text. You might consider:
  • the writer's feelings about the road trip
  • other people's perspectives of the road trip
  • the expectations and reality of the road trip.

The beginning of the text is a low for the 10 year old author. She writes "Dad has decided that this summer the whole family are going on a road trip." The use of the ~~verb~~ 'decided' as opposed to 'asked' or 'suggested' implies that she didn't have a say and it's against her will. Nobody likes feeling powerless so therefore this verb choice positions the reader to understand why she views this trip negatively.

As the text goes on she seems to concede that the road trip is happening. Listing is used to describe the packing "A thermos flask, Christmas presents, pegs for the tent." The fact that she mentions all these things implies

she is becoming more interested and even a tiny bit excited about the trip.

~~The~~ ~~people~~ ~~...~~ ~~...~~

The text enters a 'high' as they are pulling out of the house. Dad "pats step-mum's leg reassuringly" this adverb tells us that despite all the chaos that always comes with a road trip they were finally ready to roll and that this was going to be a great adventure. As they pulled out she writes "the dog barks goodbye". This personification strengthens there expectations that this is going to be a great trip with a decent time away from home. Since even the dog feels the need to say goodbye.

This elation ~~no~~ takes a crashing dive in the next paragraph ~~the next~~ when the car dies. She writes "smoke pours from the poo-coloured bonnet." This imagery makes it clear to the reader that something is clearly wrong with the car. A 10 year old easily equates smoke with problems. Additionally the adjective poo-coloured takes on additional significance as it is a synonym for how the family is feeling.

the family drive home most likely in a sad state. The text finishes on a minor high with Dad saying "we can unpack later." Anyone who's unpacked understands how boring and depressing it can be. It would be made ...

QUESTION TWO: POETRY

Refer to Text B, "What Story's That, Then?", on page 3 of the resource booklet to answer this question.

(a) Select (✔) ONE language feature the writer uses to describe what the child sees and/or hears.

Adjective(s)	Hyperbole	Sibilance
Alliteration	Imagery	✔ Simile
Contrast	Metaphor	Verb(s)
Direct speech	Punctuation	

Give an example of this language feature from the text.
"Mice as big as teapots"

(b) Explain how this and/or other language feature(s) helps you to understand the child's feelings throughout the text. You might consider:
*   what the child sees and hears
*   how the child's feelings change
*   why the child's feelings change.

At the beginning of the story the child is being read a story about "mice as big as teapots". The child is not entertained and the author uses imagery to describe this "a finger stuck for the last few minutes in one nostril, is past boredom." This is a fitting description because children are commonly known to pick there nose so the reader has no problem picturing the scene. The use of hyperbole "past boredom" clearly shows the child's feelings. He/she is not engaged and simply wants something new or interesting to happen.

This boredom turns into ~~xxxxxx~~ being cranky

as it often does with children. The verb 'detests' is very strong and the ~~reader~~ reader is positioned to understand just how upset the child is. This culminates in the child crying. //

Suddenly outside the bus there is a greyhound "skinny as a one-line drawing of a dog." This simile accurately describes the thoughts of a child because it is hyperbollic in nature and easy to understand. The dog is thin. Holding onto it is a very large woman. Whose ambition might be to "roll rather than waddle." These verbs illustrate just how big the woman is to the (presumably small) child. The contrast between the very thin dog and the very large woman who is walking it is ~~humourus~~. The child's feelings become happy, "the child is grinning from there to town." The direct speech "Doggie, ~~doggie~~" conveys how this small, funny event is able to completely reverse the child's negative feelings and cause it to be happy. //

Interestingly the mood of the child seems to project onto ~~we reall~~ the mood of the rest of the bus. When she is crying the author writes negatively. g "insult to reality." Whereas when she is happy there is embarassment, but it only makes the reader smile and feel warm inside.

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QUESTION THREE: NON-FICTION

Refer to Text C, "You're 100% Wrong About … Seafood" on page 4 of the resource booklet to answer this question.

(a)   Select (✔) ONE language feature the writer uses to describe seafood.

✔ Adjective(s)	☐ Hyperbole	☐ Rhetorical question(s)
☐ Alliteration	☐ Listing	☐ Sibilance
☐ Allusion	☐ Onomatopoeia	☐ Simile
☐ Colloquial language	☐ Punctuation	☐ Verb(s)

Give an example of this language feature from the text.

"it's just that it tastes, well, disgusting"

(b)   Explain how this and / or other language feature(s) helps you to understand the writer's attitude towards seafood throughout the text. You might consider:
- the writer's overall opinion of seafood
- why the writer has chosen to express his opinion in this way
- why the writer wishes his opinion was different.

Alan Perrot has a negative attitude towards seafood. He elucidates this in the text by saying "that it tastes, well, disgusting." He challanges the ~~reader's~~ conventional and most likely reader's ~~opinion~~ attitude with rhetorical questions like "Have you looked at an oyster?" This rhetorical question works because oysters and other seafood look quite unapatizing and is therefore strange that we eat them.

To furthur describe an attitude he uses the simile "I do little more than recoil like bracula drenched in holy water" and "gasping for breath" to describe his reaction to seafood. ~~Holy water infamously~~ Vampires imfamously detest holy water as it burns them so this analogy

is clear to the reader. However, Perrot's most effective technique is his casual and humour use of colloquil language. "The whatever the hell that muck is that comes out of shells" is a great way to open the text. The minor profanity makes his point clear yet casual. ~~total~~ ~~of the~~ Later colloquial language is combined with sibilance "missus has scoffed a sneaky salmon." The uses of sibilance is engaging and makes the words flow smoothly out of the mouth. The colloquial language used e.g. missus helps connect with the reader. By using it he seems less like a whinging ~~big~~ kid or a bigot and more like a guy who simply doesn't like seafood. He connects and is understood by readers instead of brushed off.

This is solidified at the end of the text when Perrot admits he actually wished he did like it, "loved it even, because life would be so much easier." In an island nation, most people enjoy seafood. Not liking seafood is abnormal and can be seen as weird. In this text however, Perrot connects with the audience through humour, colloquial language, similes and other techniques so that ~~~~ (we) understand his attitude.

Subject:	English		Standard:	90851	Total score:	24

Q	Grade score	Annotation
1	E8	The feature and example are appropriate. The candidate has a clear understanding of both content and style. Commentary on the use of "decided" is perceptive, and the move into listing shows good understanding of the writer's purpose. The commentary on "reassuringly" progresses the writer's feelings. "The elation takes a crashing dive" deals comprehensively with the approaching low, and the understanding shown by the delay in unpacking completes the perceptive understanding.
2	E8	The feature and example are appropriate. The candidate understands the nose-picking scenario clearly, and progresses to seeing the dog and understanding how the writer sees it. The final paragraph is a perceptive commentary on the way the passengers are coping with events.
3	E8	The feature and example are appropriate. The candidate shows clear understanding of how rhetorical questions are used, how the "Dracula" simile adds to understanding the writer's feelings, and how colloquial language is effective. The commentary about the writer not being a "whinging kid" and rather "a guy who simply doesn't like seafood" is perceptive.