



## **Review of Achievement Standards (RAS) Exemplar**

**Level 1 English**

**Achievement Standard 91927**

**Demonstrate understanding of significant aspects of texts, using  
supporting evidence**

**AS THIS ACHIEVEMENT STANDARD HAS BEEN REVISED SINCE  
PILOTING IN 2021, THIS EXEMPLAR SHOULD NOT BE USED FOR  
PLANNING OR ASSESSMENT PURPOSES.**

# EXEMPLAR

# 1

91927



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

Tick this box if you  
have NOT written  
in this booklet

## Level 1 English RAS 2021

**91927 Demonstrate understanding of significant aspects of texts, using supporting evidence**

# PILOT EXTERNAL ASSESSMENT

Credits: Five

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of significant aspects of texts, using supporting evidence.	Demonstrate considered understanding of significant aspects of texts, using supporting evidence.	Demonstrate insightful understanding of significant aspects of texts, 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.**

Make sure you have Resource Booklet 91927R.

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 2–12 in the correct order and that none of these pages is blank.

Do not write in any cross-hatched area (✂). This area may be cut off when the booklet is marked.

**YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.**

**Achievement**

**TOTAL**

**11**

ASSESSOR'S USE ONLY

## SECTION A: UNFAMILIAR TEXTS

### INSTRUCTIONS

You are advised to spend about 40 minutes answering each of the two questions in this section. The quality of your writing is more important than the length of your response.

Texts A and B explore aspects of leadership.

### QUESTION ONE: Poetry

Refer to Text A, "Lead", on pages 2 and 3 of the resource booklet.

- (a) How does the writer try to inspire us to be leaders? Support your answer with a quote from the text.
- The writer tries to inspire us to lead by making turn negative into positive. For example, in line 21, the writer says "lead in celebration, lead in disaster." This quote mentions 'disaster' but when the writer says to 'lead', they're inspiring us to never give up when it's and that you can lead through both the good and bad times.*

- (b) Explain how the writer uses language features to help you understand the power of leadership. Support your answer with evidence from the text.

*One language feature the writer uses to help me understand the power of leadership is parallel phrasing. In lines 2-4, the writer says "Lead through uniqueness, your diversity. Lead through leaning, lead through learning. Lead through others, lead by earning." The use of parallel phrasing in this quote helps us to understand the power of leadership because by repeating 'Lead through', we remember it and it makes us think about how we can led through anything and everything.*

## QUESTION TWO: Prose

Refer to Text B, "Bub and Nen's Story", on page 4 of the resource booklet.

- (a) Describe two points that the writer thinks will help to make a kapa haka team successful. Support your answer with evidence from the text.

*One point that the writer thinks will help to make a kapa haka team successful is line 9 " Supporting each member to reach their full potential was what it was about". This example shows that they are about supporting and hyping one another up and helping them become the best performer they can. They think that encouragement and support is needed to create a successful kapa haka team.*

*The writer also thinks that the team needs to not only focus on how they perform but that it goes deeper than just waiata and dancing. For example*

*"The team needed to realise kapa haka meant more than learning words and prancing around on a stage, it was a total concentration of the mind, body, and soul." The writer uses 'needed to realise' which indicates that they think a successful kapa haka team needs to have total concentration of the mind, body and soul.*

- (b) Identify a language feature that is used to present ideas about leadership. Support your answer with evidence from the text.

*A language feature that is used to present ideas about leadership is positive language. For example in line 2 the writer says "It was about pulling the heart out of each member to display their self-esteem, confidence, and pride; pride in culture, pride in performance, pride in one's personal life and pride in family." The use of positive language in this quote (pride, confidence, self-esteem) shows that they are about leading a group that shouldn't hide away but be proud of who they are and where they come from.*

- (c) Explain how the writer has used language features to show how Bub feels about being involved with a kapa haka team. Support your answer with evidence from the text.

*The writer has used positive language through out the story and it shows that Bub feels quite passionate about being involved with a kapa haka team. For example "To achieve excellence meant having a healthy mind, body and soul" or "If I could live by a high level of performance, then the men and women in our whanau had a standard they could aspire to".*

*Both these quotes show positive language which indicates that Bub feels quite strongly and passionately about helping a kapa haka group become the best they can be.*

**SECTION B: STUDIED TEXTS****INSTRUCTIONS**

Using examples and details from at least ONE text you have studied, as well as your own knowledge and experiences, write an extended response to ONE of the questions below.

Give the details of the text(s) in the box on page 7.

You are advised to spend about 40 minutes answering your chosen question in this section.

**QUESTIONS** (Choose ONE)

1. **How does a leader within the text affect or influence others?**
2. How does a place or culture within the text help shape the identity of a character or individual?
3. How does an author, poet, director, or creator use a technique or techniques to help us understand an important idea or setting?
4. How did an important event in the text change or reinforce your opinion of a character?

Text type(s): *Film*

Title(s): *Jojo Rabbit*

Author(s) / creator(s): *Taika Waititi*

### PLANNING

*Adolf Hitler is a leader and he influences Jojo*

*Jojo's mum influences Jojo*

*"Dancing is for people who are free"*

You should aim to write a concise response of no more than 600 words (3–4 pages). The quality of your writing is more important than the length of your response.

Support the points you make with specific details from the text(s).

Begin your writing here:

Question number:   1  

*Jojo Rabbit directed by Taika Waititi is a film about a young German boy who wants to become a 'good Nazi'. Jojo has complicated relationships with different people, some which he looks up to and influence what he does and says.*

*Jojo Betzler is a boy living in Germany at the time of World War II and like most boys at that time, his leader and idol was Adolf Hitler. Jojo has his best friend that he talks to which is Hitler but imaginary. Imaginary Adolf Hitler influences Jojo's actions by helping him to be independant. For example, Jojo goes to a camp for boys that want to become Nazi's. He is teased for being "Scared like a rabbit" after refusing to kill a rabbit during one of the activities. He runs off into the forest as the kids from the camp tease him by chanting "Jojo Rabbit!". Jojo is then approached by imaginary Adolf Hitler where he says "The humble bunny can outwit all of his enemies, be the rabbit". There are three chimes when Hitler says "Be the rabbit" which make it clear to Jojo that he needs to 'outwit his enemies'. What I mean by this is that imaginary Adolf Hitler influences Jojo to become more independant and to use his smarts to beat everyone else. This shows later in the movie when he 'outwits' the Gestapo when they search his house for a Jew or when he helps Elsa to escape. Taika Waititi has shown that even though you may be small and believe that you aren't big or strong, you can outwit and beat them all.*

*On the other hand we have Rosie, Jojo's mother. Rosie is the opposite of Jojo in the beginning but she is a leader but he doesn't realise until later in the movie. What I mean by this is that she told Jojo things like "Love is the strongest thing in the world" or "I love my country, it is the war I hate. It's pointless".*

*She shows Jojo the fun side of things and that he can be a kid. In one part of the movie, Jojo says how he wants his dad as it's just Rosie and Jojo living at home. Rosie then proceeds to put on a jacket and smudge stuff from the fireplace on her face to make a beard and pretends to be Jojo's dad. This shows how even though Jojo doesn't see it, she is doing what she can to protect and look after him. Something that she says to him is "Dancing is for people who are free". At first Jojo thinks this is silly but what Rosie said influences his actions towards the end of the movie. When Jojo finally escapes with Elsa, the first thing they do is dance on the streets of Germany to show that they are free. In conclusion, Jojo sees many people as leaders to him but they all influenced him in ways that he was able to do the right thing in the end.*



## Achievement Exemplar 2021

<b>Subject</b>	Level 1 English RAS	<b>Standard</b>	91927	<b>Total score</b>	11
<b>Q</b>	<b>Grade score</b>	<b>Annotation</b>			
1	A4	Evidence is identified and described with a brief explanation combined with an overall understanding of the text.			
2	A3	The response is yet to unpack quotes and explain how the language is used.			
3	A4	Some engagement with the text and question is shown in the response. The candidate provides two examples of leaders in the text and a brief explanation of change in the main character due to his relationship with the leaders.			