

To be completed by candidate

NSN

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School Code

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SUPERVISOR'S USE ONLY

32403 TERM 3

Draw a cross through the box (X) if you have NOT written in this booklet

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Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Literacy 2026

32403 Demonstrate understanding of ideas and information in written texts

Credits: Five

WEEK TWO | 14–18 SEPTEMBER 2026

OUTCOMES	
1	Demonstrate understanding of written texts.
2	Evaluate written texts with critical awareness.
3	Process written texts for different purposes.

Enter your National Student Number (NSN) and School Code into the space above.

You should attempt ALL the questions in this booklet.

Check that this booklet has pages 2–28 in the correct order and that none of these pages is blank.

Do not write in the margins (// // //). This area will be cut off when the booklet is marked.

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

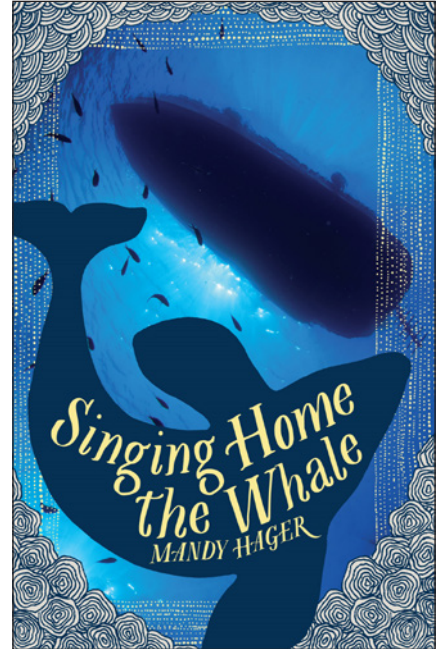
QUESTION ONE

Read both Text A and Text B (below and on page 3) and select (✓) the best answer to all parts of the question on pages 4 and 5.

Text A (extract from a novel)

Singing Home the Whale, by Mandy Hager

Will turned just as a dorsal fin slipped beneath the yacht.



“What am I going to do with you?” He could have sworn the orca sighed.

Glossary

gunwale	the top edge of the side of a boat
orca	a type of dolphin, also known by the name ‘killer whale’

Text B (from a news article)**Reuniting a baby orca**

The latest techniques in identifying orcas with the help of artificial intelligence (AI) are being used to help reunite an orphaned orca with its pod (group of orcas). The orca is in a lagoon on the coast of Vancouver Island, Canada.

The technology scans photos of orcas. It quickly identifies orcas based on their dorsal fins and other markings.

The marine mammal researchers are offering the AI-assisted photo database to help track the orca's relatives. This will, hopefully, give the calf a chance to connect with its pod.

Executive director Jared Towers said the animal might make it out of the lagoon itself, and then call out for its pod. If that doesn't happen, the orca could be lifted out of the lagoon and placed in the open ocean.

"All we can have is hope," he said.

(a) How might the technology mentioned in Text B help Will?

- ☐ He could identify the orca's relatives.
- ☐ He could avoid orca groups in the future.
- ☐ He could identify any injuries on the orca.
- ☐ He could use it to communicate with the orca.

(b) *He sprang upwards and **vaulted** the gunwale*

The word **vaulted** in Text A tells you that Will:

- ☐ jumped off the boat.
- ☐ dived under the boat.
- ☐ leapt up into the boat.
- ☐ hopped over the boat.

(c) How do Will's attitudes and emotions change through Text A?

- ☐ Will is scared he might get attacked by a shark, then is relieved it is an orca.
- ☐ Will is eager to catch the orca, then disappointed by how big it is.
- ☐ Will is excited at first, then becomes worried by the orca's presence.
- ☐ Will is frightened when the orca disappears, then is annoyed when it shrills.

(d) What information about orcas is in both Text A and Text B?

- ☐ An orca's colouring is black at the top of its head.
- ☐ Orcas live and travel in family groups.
- ☐ Dorsal fins are used to identify individual orcas.
- ☐ Orca families have similar marking patterns.

(e) Which detail in Text A is most likely to have come from the writer's research about orcas?

- ☐ Baby orcas are able to sigh.
- ☐ Orcas avoid human company.
- ☐ Baby orcas are like lost toddlers.
- ☐ Orcas communicate using sounds.

QUESTION TWO

Read the recipe (below and on page 7) and select (✓) the best answer to all parts of the question on pages 8 and 9.

A Kiwi pizza?

Lee's mum makes him a Kiwi-style pizza with tinned spaghetti on it and he wants to make one himself. He decides to ask an artificial intelligence (AI) assistant for a recipe:

Can you write a recipe for a Kiwi-style pizza?

Kiwi Pizza (Sweet / Savoury New Zealand-style)

A bold, bright pizza that balances salty, sweet, creamy, and peppery flavours. **Think tropical tang meets Italian comfort.**

Ingredients (Serves 2–3)

Base

- 1 ball pizza dough (store-bought or homemade)
- 2 tbsp olive oil
- 1 garlic clove, finely grated

Sauce

- 1/3 cup mascarpone *or* cream cheese
- 1 tbsp lemon zest
- Pinch of salt & cracked pepper

Toppings

- 2 ripe gold or green kiwifruit, peeled, and thinly sliced
- 80–100 g prosciutto (or streaky bacon, cooked crisp)
- 1 cup shredded mozzarella
- 1/2 cup fresh rocket
- 1 tbsp honey

Optional: crushed walnuts or pistachios



Pizza with kiwifruit slices

Method

1. **Preheat** oven to 220 °C (fan 200 °C). Place a pizza stone or tray inside to heat.
2. **Prepare base:**
Mix olive oil and garlic. Stretch dough into a thin 30 cm circle. Brush lightly with garlic oil.
3. **Cheese layer:**
Sprinkle mozzarella evenly.
4. **Bake (first stage):**
Slide onto hot stone / tray. Bake 8–10 minutes until golden and bubbling.
5. **Add kiwi & prosciutto:**
Remove from oven. Scatter kiwifruit slices and torn prosciutto over the hot pizza. Return to oven for 2–3 minutes (just to warm kiwi slightly—don't overcook).
6. **Finish:**
Top with fresh rocket, drizzle with honey, and add nuts if using. Slice and serve immediately.

Why It Works

- **Kiwi** adds acidic tang and freshness.
 - **Prosciutto** brings salty depth.
 - **Mascarpone** softens the acidity.
 - **Rocket + honey** create that classic sweet-peppery finish.
-

If you'd like, I can also write a recipe for a:

- “Fish & Chips” Kiwi pizza version.
- “Kiwi as in New Zealander” pizza.
- Kiwi salad with kiwi and mango.
- Kiwi dessert pizza with custard.

(a) Why is the pizza baked twice?

- ☐ So the cheese is golden and bubbling.
- ☐ To balance the flavours of savoury and sweet.
- ☐ To prevent the kiwifruit from overcooking.
- ☐ So it cooks evenly and the edges are crispy.

(b) The main purpose of the ingredients section is to:

- ☐ give quantities of ingredients.
- ☐ list optional ingredients.
- ☐ explain the parts of a pizza.
- ☐ rank the best pizza ingredients.

(c) *Think tropical **tang** meets Italian comfort.*

Tang means a taste that is:

- ☐ nutty
- ☐ buttery
- ☐ unpleasant
- ☐ sharp

(d) Why did the AI assistant put kiwifruit on the pizza?

- ☐ It interpreted 'Kiwi-style' as meaning to use kiwifruit.
- ☐ It didn't think spaghetti pizza was very healthy.
- ☐ It wanted to make a pizza that would be unusual.
- ☐ It knew kiwifruit pizzas are very popular in New Zealand.

- (e) Lee attempts to make this recipe and finds a problem.

What is the problem he finds?

- ☐ It doesn't say how long the pizza should be cooked.
- ☐ It doesn't give any information about the size of the pizza.
- ☐ It doesn't include some of the pizza ingredients in the method.
- ☐ It doesn't provide the temperature for cooking the pizza.

- (f) Which recipe could Lee ask the AI assistant to write next if he would like a pizza closer to the one he had been thinking of when he made his request?

- ☐ Kiwi salad with kiwi and mango.
- ☐ "Kiwi as in New Zealander" pizza.
- ☐ Kiwi dessert pizza with custard.
- ☐ "Fish & Chips" Kiwi pizza version.

QUESTION THREE

Read both Text A (below and on page 11) and Text B (page 12) and select (✓) the best answer to all parts of the question on pages 14 and 15.

Text A (an article)

A Tale of Two Snails

Powelliphanta

Powelliphanta are giants of the snail world. They are not your common garden snail (*Cantareus aspersus*). In fact, they are totally unlike garden snails, which are from Europe and are an unwanted pest. *Powelliphanta* are beautiful.

Their large shells come in a range of colours, from hues of red and brown to yellow and black.

Unfortunately, they are also one of the most threatened of New Zealand's invertebrates. A total of 61 species or subspecies are endangered and need protection.

Quick facts

- They are carnivores. They particularly like earthworms and suck them up through their mouth just like we eat spaghetti.
- The largest species is *Powelliphanta superba prouseorum*, measuring about 9 cm across. These are the sumo wrestlers of the snail world, weighing in at 90 g, or the equivalent of a tūī (New Zealand bird).
- They lay about 5–10 large eggs a year. Each egg is up to 12 mm long, pearly pink and hard-shelled.
- They can live up to 25 years. In snail terms, that is an incredibly long lifespan.
- They have no defences against their many predators. These are mainly invasive species such as possums, pigs, and rats. Possums can eat 60 snails in one night.



New Zealand mud snail

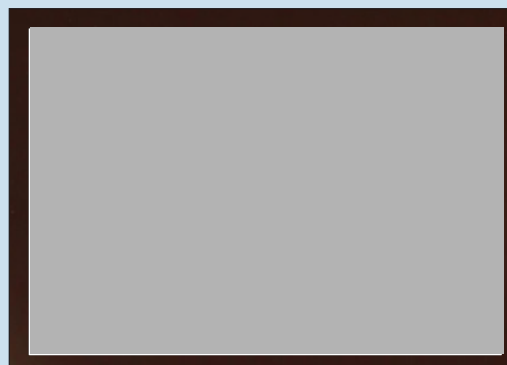
The New Zealand mud snail (*Potamopyrgus antipodarum*) is a smooth-shelled, small, brown snail found throughout the country.

Over the last century, 20 to 40 per cent of the world's species have been exterminated by invasive species. Freshwater ecosystems have been hardest hit. And this native New Zealand freshwater snail is one of the most damaging invasive species in lakes and rivers in Europe and the Americas.

Entire conferences in North America have been devoted to this pest. Foreign biologists haunt New Zealand waterways in the hope of figuring out more about the snail – and how to get rid of it.

Quick facts

- They are an invasive species in Europe (since 1859 in England), Australia, Asia, and North America but are a harmless native species here in New Zealand.
- They can live in a variety of conditions – in water that is fresh or slightly salty, and at temperatures from 0–34 °C.
- They give birth to live young – 10 to 90 at a time.
- In New Zealand, their population growth is slowed by parasites.
- They have three sets of chromosomes and can 'clone' themselves.
- They can seal their shell and pass unharmed through the digestive system of a trout (fish).
- They can live for 24 hours without water and up to 50 days on a damp surface.
- They eat algae that native aquatic creatures depend on. These include endangered species like *Beddomeia capensis*, a freshwater Australian snail.

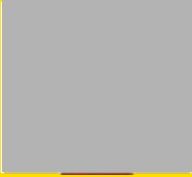


Text B (warning sign)

WARNING

ACTIVE INFESTATION

Prevent the spread of harmful New Zealand mud snails!
BOATERS, FISHERS, KAYAKERS, PADDLEBOARDERS



- ✓ **CLEAN** off boats, motor, boots, and fishing gear by washing and scrubbing on site.
- ✓ **DRAIN** all water from boat, motor, boots, and fishing gear before leaving the area.
- ✓ **DRY** for at least three days anything that has been in the water, or freeze small items for two days.

**STOP AQUATIC
HITCHHIKERS**

Information courtesy of the United States Fish and Wildlife Service.

**This page has been deliberately left blank.
The assessment continues on the following page.**

(a) What is the main reason *Powelliphanta* snails are endangered?

- ☐ They have lots of predators.
- ☐ They only lay a few eggs.
- ☐ They live for a short time.
- ☐ They have lost their habitat.

(b) The main purpose of the *Quick facts* sections is to:

- ☐ describe the different appearance of each snail.
- ☐ cover a variety of information about each snail.
- ☐ provide snail facts the reader will find amusing.
- ☐ give facts related to numbers and measurements.

(c) The author best helps the reader accurately understand the weight of *Powelliphanta* by comparing it to a:

- ☐ garden snail.
- ☐ spaghetti eater.
- ☐ tūī (New Zealand bird).
- ☐ sumo wrestler.

(d) Which fact from the article (Text A) matches best with the sign's advice (Text B)?

- ☐ They can live for 24 hours without water and up to 50 days on a damp surface.
- ☐ In New Zealand, their population growth is slowed by parasites.
- ☐ They have three sets of chromosomes and can 'clone' themselves.
- ☐ They can seal their shell and pass unharmed through the digestive system of a trout (fish).

- (e) If you were interested in learning more about snails that are considered pests in New Zealand, which snail could you find out more about?

- ☐ *Potamopyrgus antipodarum*
- ☐ *Powelliphanta superba prouseorum*
- ☐ *Cantareus aspersus*
- ☐ *Beddomeia capensis*

- (f) The most likely reason the author chose these two snails to write about in Text A is:

- ☐ one eats vegetation and one eats meat.
- ☐ one lives in the water and one lives in the forest.
- ☐ one is very small in size and one is very large in size.
- ☐ one needs protection and one is considered a pest.

QUESTION FOUR

Read both Text A and Text B (below and on page 17) and select (✓) the best answer to all parts of the question on pages 18 and 19.

Zoe wants to use music in the YouTube videos she makes. She looks for relevant information in Text A and Text B.

Text A: Tips to find safe music (from YouTube's website)

Music plays an important role in the video creation process. Choosing copyright-safe music for your videos will help make it easier to earn money on YouTube.

What makes music 'copyright-safe' for YouTube?

- 'Copyright-safe' music is music that is in the public domain (not protected by copyright) or music that you have received permission to use from the copyright owner.
- YouTube's Content ID is a system that checks videos for music that may have copyright restrictions.
- **Even if you find music online that's labelled 'free', Content ID might still flag it.**
- Content ID doesn't check your video description for information about the music you use. For example, if you write "Blue Jay by Jane Doe – free song" in your video description, Content ID may still flag your video if the music isn't copyright-safe.
- Content ID also doesn't know if you bought the rights to the music on other websites or offline.

Find and use copyright-safe music

- Use the YouTube Audio Library to easily find royalty-free music, 100% copyright-safe music and sound effects.

Alternatives

- You can use original music that you create.
- If you earn money from your YouTube videos, you may be able to purchase music from Creator Music, a catalogue of music in YouTube Studio.
- Search other websites that offer royalty-free or paid music, but always check music licences before you choose. Licences will usually specify where and how you're allowed to use the music.

Text B: Intellectual property rights (from IPONZ website)

Intellectual Property Office New Zealand (IPONZ) grants and registers intellectual property (IP) rights in New Zealand.

There are different ways to protect your intellectual property: copyright, trademarks, patents, and designs.

Copyright

Copyright is created automatically with original work, like artwork, books, websites, computer programs, drawings, plays, films, music, and sound recordings. You may use the symbol © to help show that you claim copyright of a particular work, but you do not need to.

-  Protects original works.
-  Free.
-  Automatic right.
-  Duration varies depending on the category.

Trademarks

Distinguish your goods or services in the marketplace by using a trademark. You can trademark words, logos, shapes, colours, sounds, smells, or any combination of these.

-  Protects your logo, name, and brand.
-  Costs \$100 per category, excluding GST.
-  Takes a minimum of six months to acquire.
-  Can last up to 10 years before renewal.

Patents

A patent gives you a legal right to stop others from making, using, or selling something you have invented for up to 20 years.

-  An exclusive right for a new invention.
-  Costs \$250 to apply, excluding GST.
-  Takes a minimum of six months to acquire.
-  Can last up to 20 years.

Designs

Designs are all about how your products look. You can register the design of products that have a new shape or surface decoration.

-  Protects the visual design of your product.
-  Costs \$100 to apply, excluding GST.
-  Usually takes six months to acquire.
-  Can last up to 15 years.

(a) Text A has been mainly written for people who:

- ☐ are copyright lawyers.
- ☐ create YouTube videos.
- ☐ copyright their own music.
- ☐ watch YouTube music videos.

(b) Content ID is most likely:

- ☐ the process of identifying music in YouTube content.
- ☐ the way YouTube videos are copyrighted under YouTube rules.
- ☐ the program you can use to make content and videos for YouTube.
- ☐ the name of the system YouTube uses to check if content is copyrighted.

(c) *Even if you find music online that's labelled 'free', Content ID might still **flag** it.*

Which word has the closest meaning to **flag** in this sentence:

- ☐ waive
- ☐ enhance
- ☐ detect
- ☐ bypass

(d) In Text B, the clock symbol means:

- ☐ how long it takes to get the protection.
- ☐ how long the protection lasts.
- ☐ when you can get the protection.
- ☐ when the protection will be available.

- (e) If Zoe wants to protect her logo for her YouTube channel, she should read more on the IPONZ website about:

- ☐ copyright
- ☐ trademarks
- ☐ patents
- ☐ designs

- (f) If Zoe writes and performs her own original music for her YouTube video, who would own the copyright?

- ☐ YouTube
- ☐ Creator Music
- ☐ Zoe
- ☐ Intellectual Property Office New Zealand

QUESTION FIVE

Read the information (below and on page 21) and select (✓) the best answer to all parts of the question on pages 22 and 23.

Zorbing

What is zorbing?

Zorbing involves rolling downhill inside a giant, double-sectioned, inflatable plastic ball. The inner section is filled with water and the outer section is filled with air. Although the transparent ZORB skin is only 1 mm thick, it is strong enough to support a baby elephant.

Some forms of downhill ball rolling in a giant inflatable sphere can be experienced in many parts of the world: versions of 'hill-rolling' or 'globe riding' exist in various locations including Japan, the United Kingdom,

Australia, and parts of Europe. However, apart from New Zealand, *Outdoor Gravity Park* in Tennessee, United States of America is the only other international zorbing location.

In 2021, the word 'zorbing' was entered into the *Concise Oxford English Dictionary*.

How did zorbing begin?

Zorbing originated in New Zealand, thanks to two Kiwis: Andrew Akers and Dwane van der Sluis.

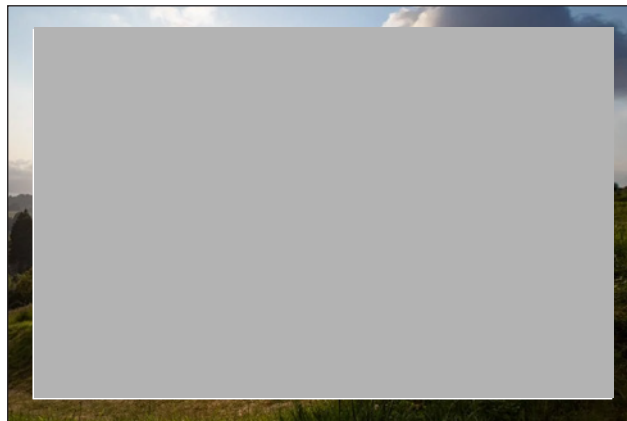
"The idea started out as a way of playing on the beach and being able to walk on water. The problem was, you couldn't control it, and we were worried you'd end up floating off to South America ... so we started rolling people down hills instead," says Andrew.

So, Andrew and Dwane set about making something that would work. **The result, constructed in Andrew's garage, was their double-skinned inflatable sphere invention that eventually became known as the ZORB.** In 1997, the two friends, along with Andrew's brother David, established their first permanent site in Rotorua.

How does zorbing work?

The ZORB is filled with roughly 40 litres of water (warm in winter, cool in summer), which creates a waterslide effect in the inner layer of the ball. Up to three riders can ride together in the ZORB, slipping, sliding, and splashing around inside while the ball spins down the hill.

The ZORB fully rotates at 360 degrees as it moves at approximately 50 kilometres per hour down the tracks. Tracks can be smooth or straight, and may contain hairpin bends, twists and turns, bouncy corners, tunnels, and zig-zag paths. While there are some medical and safety restrictions, zorbing is regarded as a largely passive recreational activity, suitable for most people over five years of age.



Zorbing in Rotorua, New Zealand

Alex's zorbing blog

If you like going down enclosed waterslides, you will love zorbing! However, it is quite expensive, and if you're claustrophobic you might not enjoy it as much, because you sit in an enclosed space.

I got into the ZORB by superman-diving headfirst through the small hole in the ball. I got my legs stuck and had to wiggle my way in, like a fish on land that's trying to get back into the water. Once I was in my little bubble, the entrance got closed off with a zip so that neither the water nor me accidentally slipped out of the ZORB halfway down the hillside. Then off I went!

- (a) *The result, constructed in Andrew's garage, was their double-skinned **inflatable** sphere invention that eventually became known as the ZORB.*

The word **inflatable** means that something is:

- ☐ indestructible
- ☐ expandable
- ☐ fire resistant
- ☐ transportable

- (b) The writer has probably aimed this text at people who:

- ☐ have limited knowledge of zorbing, but might be interested.
- ☐ are looking for some fun, free activities for family adventures.
- ☐ enjoy extreme, high-risk sports that are physically demanding.
- ☐ wish to construct and develop their own version of a ZORB ball.

- (c) *In 2021, the word 'zorbing' was entered into the Concise Oxford English Dictionary.*

This statement has been included in the text to show that:

- ☐ the word 'zorbing' was first invented in 2021.
- ☐ 'zorbing' has now been widely recognised as a sporting activity.
- ☐ the word 'zorbing' can only be used by people who speak English.
- ☐ 'zorbing' can now be used in formal written English language texts.

- (d) *I got into the ZORB by superman-diving headfirst through the small hole in the ball.*

Alex says this in her blog as:

- ☐ a warning that it is impossible to get into the ZORB.
- ☐ an instruction about the right way to get into the ZORB.
- ☐ a complaint about the construction of the ZORB.
- ☐ an amusing description of a way you can get into the ZORB.

- (e) A reader is considering zorbing for a fun family adventure.

Which section gives the most useful information about zorbing's suitability for the family?

- ☐ *What is zorbing?*
- ☐ *How did zorbing begin?*
- ☐ *How does zorbing work?*
- ☐ *Alex's zorbing blog*

- (f) All four sections of this text comment on zorbing as being a fun activity:

- ☐ where you go down hills.
- ☐ for groups of people.
- ☐ that involves getting wet.
- ☐ for people in New Zealand.

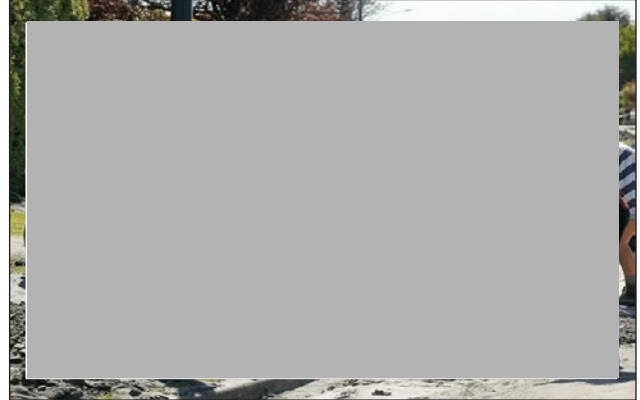
QUESTION SIX

Read the article (below and on page 25) and select (✓) the best answer to all parts of the question on pages 26 and 27.

The Student Volunteer Army

On 4 September 2010, a 7.1 magnitude earthquake struck Canterbury, New Zealand, causing widespread damage. “A lot of people wanted to help,” said Sam Johnson, “but there was no platform for volunteering. We didn’t try and invent anything. We used the tools we already had – Google Maps, Facebook, Twitter.” 11,000 students turned up.

That was the beginning of the Student Volunteer Army (SVA), founded by Sam Johnson.



Student Volunteer Army volunteers moving mud and silt from East Christchurch, c.2011

Today, SVA is a network of tens of thousands of volunteers throughout Aotearoa New Zealand. They are all driven by a desire to help their communities. Over 35,000 secondary school students have contributed over 1.6 million hours of service in just five years.

SVA Service Award

In 2019, the SVA Service Award was set up to recognise the volunteering efforts of Year 7–13 students. Students log hours in the SVA web app, building a Summary of Service.

Since it began, the award has seen tens of thousands of students sign up and log over 2 million hours of volunteering.

Each year, the SVA Service Award recognises the student who has logged the most volunteering hours. In 2024, the award went to 18-year-old Louie Miller, who had just finished his final year at high school. Louie completed an incredible 2,313 hours of volunteering. Schoolteacher Catrin Hughes commented that “The SVA Service Award motivates students to get involved, showing them the positive difference they can make.”

Louie's volunteering experience

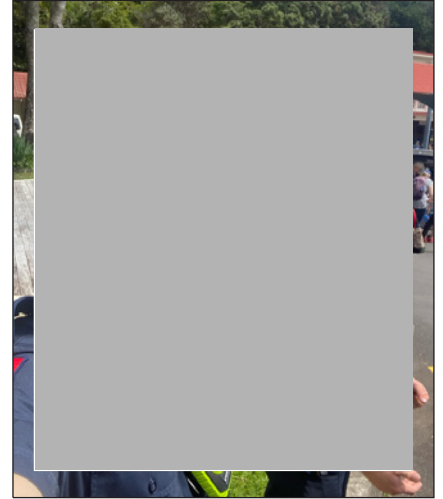
Louie has spent the vast majority of his volunteering hours with Fire and Emergency New Zealand. "The team there are so supportive and they train people so well," said Louie, "I couldn't see myself not working in an emergency service."

Louie attends two trainings a week as well as regular call-outs – from ducks stuck down a drain to medical emergencies, motor incidents, and house fires. He graduated as a fully fledged firefighter in August 2024.

Titirangi Volunteer Fire Brigade Chief Fire Officer Phillip Taylor said: "Since joining the brigade in September 2023, Louie has proven himself to be a valuable member of the team, respected by his peers with a positive, can-do attitude."

Recent SVA involvements include:

- working with the Red Cross to assist families during emergencies
- helping with the upsurge of damage after the Invercargill storm
- removing storm debris from Tapawera and Motueka Valley farming properties
- painting, weeding, sweeping, and landscaping at a Dunedin primary school
- clearing and restoring farmland destroyed by flooding in the Catlins
- clearing litter from Brackenridge Park's walking trails
- mulching and weeding new native plantings for the Avon-Ōtākaro Forest Park Trust
- sorting and distributing food at Tauranga Community Foodbank
- assisting Māori Wardens with the 118 homes affected by the Wairoa flood.



Louie Miller, SVA Service Award winner, 2024

(a) The purpose of this text is to:

- ☐ encourage readers to donate money to the Student Volunteer Army.
- ☐ teach readers how to join a branch of the Student Volunteer Army.
- ☐ provide readers with information about the Student Volunteer Army.
- ☐ persuade readers to start an organisation like the Student Volunteer Army.

(b) Which of these statements is true?

- ☐ The SVA was founded to recognise student volunteers.
- ☐ The SVA is a voluntary organisation for Christchurch students.
- ☐ The SVA is now organised by secondary school students.
- ☐ The SVA began as a way to organise student volunteers.

(c) *Each year, the SVA Service Award recognises the student who has **logged** the most volunteering hours.*

The best word to replace **logged** is:

- ☐ requested
- ☐ ordered
- ☐ recorded
- ☐ organised

(d) What did the writer of the article include to support Louie Miller as a deserving 2024 SVA Service Award recipient?

- ☐ The quotation from Louie's teacher.
- ☐ The details about Louie's volunteering.
- ☐ The login link to the SVA web app.
- ☐ The number of students who volunteered.

(e) The bullet-pointed list of volunteer involvements has been provided so that people can:

- ☐ choose which volunteer organisations to support.
- ☐ find out who to contact if they want to volunteer.
- ☐ understand the complexity of the volunteer tasks.
- ☐ see the range of activities that volunteers do.

(f) *Today, SVA is a network of tens of thousands of volunteers throughout Aotearoa New Zealand. They are all driven by a desire to help their communities.*

The comments from which two people most reflect the SVA aim to “help their communities”?

- ☐ Sam Johnson and Catrin Hughes.
- ☐ Catrin Hughes and Phillip Taylor.
- ☐ Louie Miller and Sam Johnson.
- ☐ Phillip Taylor and Louie Miller.

Acknowledgements

Material from the following sources has been adapted for use in this assessment:

Question One

Mandy Hager, *Singing Home the Whale* (New Zealand: Penguin Random House, 2014); www.cbc.ca/news/canada/british-columbia/ai-rescuers-reunite-orphaned-orca-with-family-1.7160887; (image): www.penguin.co.nz/books/singing-home-the-whale-9781775536574

Question Two

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