

To be completed by candidate

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School Code

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

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32403 TERM 4



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Literacy 2023

32403 Read written texts to understand ideas and information

Credits: Five

OUTCOMES	
1	Read to make sense of written texts.
2	Read written texts with critical awareness.
3	Read written texts for different purposes

Enter your National Student Number (NSN) and School Code in the box at the top of this page.

You should attempt ALL the questions in this booklet.

Check that this booklet has pages 2–19 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.

QUESTION ONE

Read the article *Wildboy: Brando Yelavich's walk around New Zealand's coastline* (below) and select (✓) the best answer to all parts of the question.

Wildboy: Brando Yelavich's walk around New Zealand's coastline

By Mike Cooney

19-year-old Brando Yelavich's life was going nowhere. As part of changing his life, he decided to walk right around the coastline of New Zealand, raising money for charity. "This was my chance to show the world, show my family, and show myself, that I could achieve something significant."

His parents left him at the top of the country, Cape Reinga. It was a totally scary realisation: from that point on, he was on his own. Living off the land and going from eating what was in the supermarket, to catching and finding his own food, was a challenge. He got sick from eating the wrong kind of berries, and learned to eat fern tips, onion weed, earthworms, wētā, and possums.

He had some close calls, like crossing the wild Tākaka River. "The river was way deeper than I expected and it was icy cold," says Brando. "My feet began to sink in the mud and I was weighed down by my winter clothes and heavy boots. I was panicking and trying to stay above water when my feet suddenly landed on a **submerged** log. Relief! I stood on it and managed to drag myself up the bank."

Although he was often lonely coping on his own, especially in wild and remote areas, he kept going because "I knew that, at the end, **this was going to be the first step into my new life, and I could never go back ...**"

Reviews

Have you read Brando's book, *Wildboy*? What were your thoughts?



Wiremu
Tipene

I think this book will appeal to many young people, especially those who like hunting, fishing, and living on what they catch. There is a good message in that Brando managed to sort himself out on his journey, and raised \$32,700 for Ronald McDonald House. He showed incredible strength of character to complete the journey.



Sefina
Fuimaono

The book was enjoyable in the sense that it gives an honest account of this young man's journey. It's inspiring to see how Brando tried and succeeded in turning his life around to be meaningful for himself.



Jason
Hawke

Brando set the task of proving himself by raising money for charity, but probably had no idea about the scale of the challenge in finding his own food and shelter. It was an epic journey that he faced on his own, overcoming many obstacles along the way.

Source (adapted): www.grapevine.org.nz/articles/wildboy; (images): www.grapevine.org.nz/articles/wildboy; www.freepik.com, avatars designed by pikisuperstar

(a) We can tell *Wildboy* is a true story because:

- Brando's age is provided in the article.
- Brando was interviewed for the article.
- the names of real places are given in the article.
- the clothing Brando wore is described in the article.

(b) Read the reviewers' comments. All three reviewers thought that Brando's most significant achievement was:

- telling an honest story.
- organising his own food.
- raising money for charity.
- finding his inner strength.

(c) ... my feet suddenly landed on a **submerged** log.

Submerged means that the log was:

- over-sized
- underwater
- old and fragile
- slippery and smooth

Please turn over ►

(d) Which of these books would have been most useful for Brando on his journey?

- New Zealand Untouched Landscapes***
A fresh and strikingly beautiful collection of landscape photographs from across New Zealand ...
- Day Walks in New Zealand: 100 Best Short Tracks***
A guide to the best walks from Cape Reinga to Stewart Island, with short track descriptions ...
- A Guide to the Edible Native Plants of New Zealand***
A fully illustrated introduction to more than 190 edible trees, shrubs, herbs, ferns, mushrooms, lichens, and seaweeds in New Zealand ...
- Wildlife Ecology, Conservation, and Management***
Useful information for wildlife managers, park rangers, and those working in ecotourism, biodiversity, and similar fields ...

(e) ... *this was going to be the first step into my new life, and I could never go back* ...

In this quotation used at the end of the article, Brando means that he “could never go back” to:

- how he had lived before.
- what he had eaten before.
- where he had lived before.
- the places he had been before.

(f) Brando’s book is called *Wildboy*. The “wild” in the title probably refers to:

- Brando’s wild and scruffy appearance.
- Brando’s time while living in the wild.
- Brando’s experience eating wild animals.
- Brando’s wild and challenging river crossing.

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The assessment continues on the following page.**

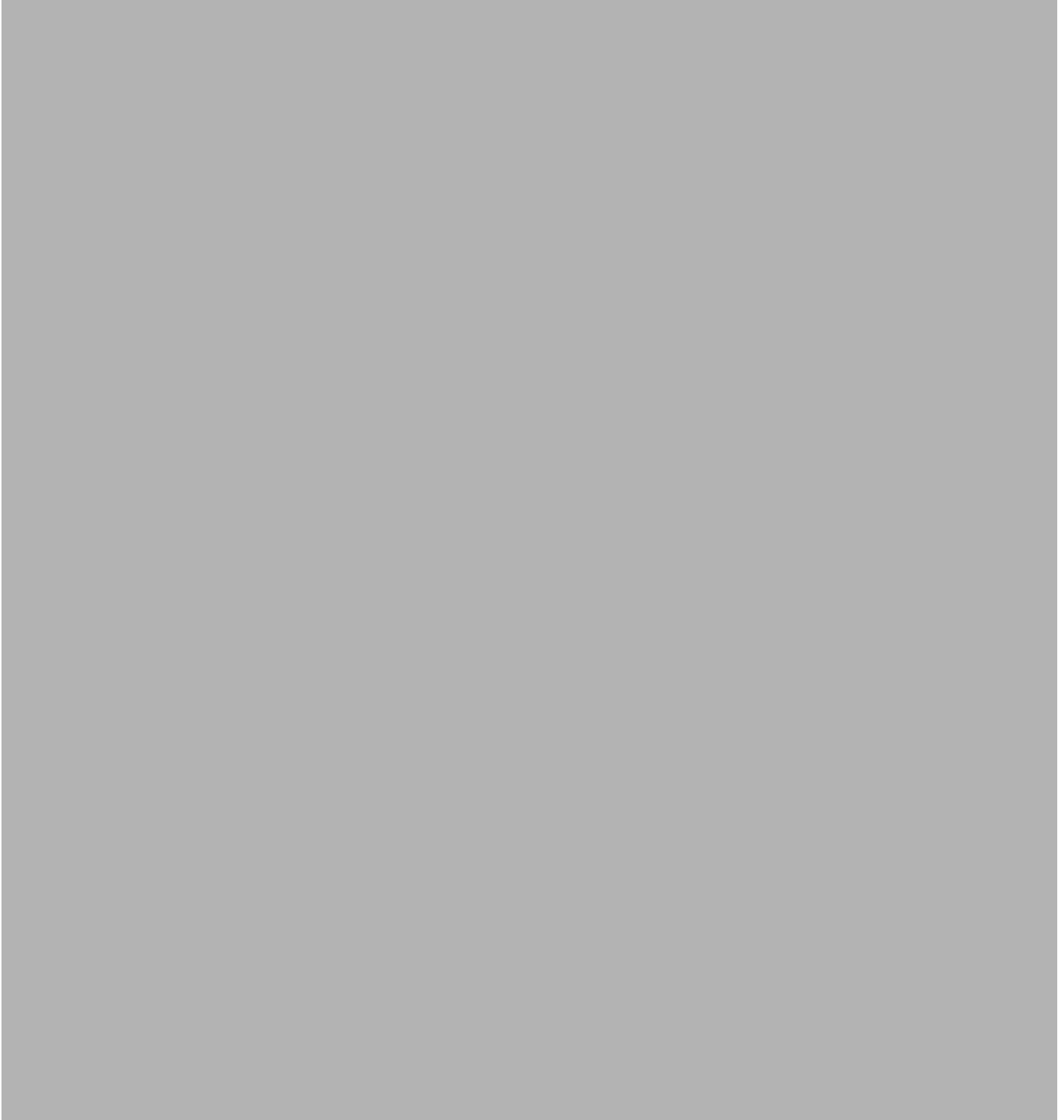
QUESTION TWO

Read the comic *Accessibility for young disabled people in New Zealand* (below) and select (✓) the best answer to all parts of the question.

Accessibility for young disabled people in New Zealand

Researchers from Massey University interviewed a group of 12–25-year-olds with a range of disabilities.

These young people were asked about the difficulties they face in everyday life, and graphic artist Toby Morris used this research to make a comic.



Source (adapted): www.theconversation.com/comic-explainer-young-disabled-new-zealanders-on-the-barriers-to-a-better-life-122226

(a) "Accessibility" for Saamir in this text means:

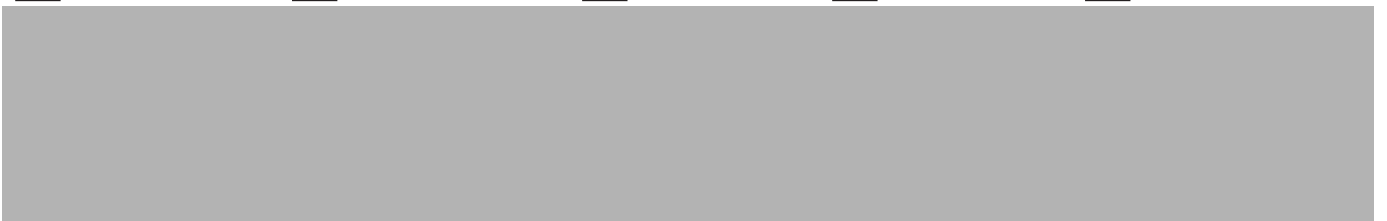
- taking the bus.
- taking responsibility.
- being able to do things easily.
- being aware of discrimination.

(b) How do readers know that they can trust the information in the comic?

- Readers can see the challenges that disabled people face daily.
- The graphic artist used information and evidence from research.
- Readers can see that an inclusive attitude can change everything.
- Toby Morris is a well-known New Zealand illustrator and comic artist.

(c) Select (✓) the comic panel that best helps the reader understand the written text by providing visual examples.

- Panel one Panel two Panel three Panel four Panel five



(d) What do we know about Saamir?

- He knows Toby Morris well.
- He is aged 25 years or under.
- He is a Massey University student.
- He prefers using Uber to riding bikes.

(e) Some words in the comic are on a yellow rectangle, while some words are on a cream oval. The artist has done this to:

- make the words more interesting.
- use typical features of visual messages.
- make the comic brighter and more colourful.
- separate the information from the speech.

QUESTION THREE

Read the interview with Dame Hinewehi Mohi (below) and select (✓) the best answer to all parts of the question.

Dame Hinewehi Mohi responds to questions about music and her *Waiata Anthems* project

Question one: Where did your love of music come from?

Response one: Music has always been my go-to. It's where I go to seek comfort, where I go to be inspired, and where I go to express myself. Music is powerful, and music heals. My grandmother was punished for speaking te reo Māori in school. My family didn't want us to feel the same shame about our language, so the whole family, including my dad, my Pākehā mum, and my sister got involved in learning Māori. Dad would play records of Māori choirs singing to get us used to the sounds of the language. That's where my love affair with *waiata* began. When my daughter was born with cerebral palsy, I spent the first 10 years of her life afraid that she would die. I used music as an outlet for that pain, and I saw how the healing power of music freed her from the limitations of her disability.

Question two: How did the *Waiata Anthems* project come about?

Response two: I was encouraged to study te reo Māori, so I went from listening and performing to studying waiata at university. And that led me to writing and recording my own songs. At the end of 2018, along with my friend Adam Holt, who had headed Universal Music New Zealand since 2001, I started thinking about working with artists to translate and record their hit songs in Māori. I asked Sir Tīmoti Kāretu to do the translations. It was sometimes challenging to work the Māori lyrics into the existing tunes, especially as most of the artists had never recorded a song in te reo before.

Question three: How did the artists you approached react?

Response three: I felt it was important that the first people we asked were the two artists with the biggest platforms: SIX60 and Lorde. We also reached out to other artists, from a range of musical genres and backgrounds. SIX60 instantly recognised the power of the idea and jumped on board straight away: their waiata *Kia Mau Ki Tō Ūkaipō*, **led the charge** for the album. The song became a huge hit and an instant Aotearoa anthem, encouraging others to get involved. Some of the artists found it quite scary, but all of them – Māori, Pacific people, and Pākehā – felt a sense of social responsibility and were excited about what they were doing for the language and culture.



Question four: What kind of response did the project get?

Response four: The *Waiata Anthems* album got to number one in the New Zealand Music Charts, the first album of its kind to do so. And Lorde’s huge international reputation has given te reo Māori worldwide recognition. An Irish interviewer said that his only previous experience of the language was watching the All Blacks’ haka. He hadn’t realised how beautiful te reo Māori is until he heard Lorde’s waiata. And an indigenous American reporter told me it made him **hope that one day he might hear his own Navajo language being sung on commercial radio.**

Question five: What is your vision for *Waiata Anthems*?

Response five: The vision for *Waiata Anthems* is simple. It’s about using the power of popular music to **spread our unique cultural identity across Aotearoa and the world.** I believe that the music will help us to heal, so we can celebrate the story of Aotearoa and be proud of the varied cultural backgrounds we all share.

Glossary:

waiata – te reo Māori word for song

anthem – an inspiring or uplifting song, often with religious, cultural, or national significance

indigenous – originating in or belonging to a particular country or region; people inhabiting a place before the arrival of settlers or colonisers.

Source (adapted): www.e-tangata.co.nz/reo/for-the-love-of-the-language; (image): www.waiataanthems.co.nz

(a) Everyone was excited about the project because of the recognition it would bring to:

- Lorde
- Aotearoa
- te reo Māori
- New Zealand singers

(b) ... *spread our unique cultural identity across Aotearoa and the world.*

Which of Dame Hinewehi Mohi’s responses best shows that the project achieved this?

- Response one
- Response two
- Response three
- Response four

Please turn over ►

- (c) [SIX60's] waiata Kia Mau Ki Tō Ūkaipō, **led the charge for the album**

“Led the charge” means that the waiata:

- helped raise money for the project.
- was the longest song on the album.
- inspired other artists to join the project.
- was the most popular song on the album.

- (d) Dame Hinewehi Mohi understood that skills from a range of experts were needed to produce the *Waiata Anthems* album.

Which response best communicates this understanding?

- Response one
- Response two
- Response three
- Response four

- (e) *Waiata Anthems* is an album:

- of inspiring songs.
- about Māori artists.
- of inspiring songs sung in te reo Māori.
- for Māori artists who sing inspiring songs.

- (f) ... *hope that one day he might hear his own Navajo language being sung on commercial radio.*

Who is most likely to identify with the reporter who said this?

- Lorde
- Adam Holt
- Sir Tīmoti Kāretu
- Dame Hinewehi Mohi's grandmother

(g) A reader wants to know how difficult it would be to translate their song into te reo Māori.

Who would be the best person to contact?

- SIX60
- Lorde
- Sir Tīmoti Kāretu
- Dame Hinewehi Mohi

QUESTION FOUR

Read the advertisement (below) and select (✓) the best answer to all parts of the question.

SPONSORED CONTENT

Champion your health with chocolate

Champion Chocolates
The chocolate shop
on High Street

Use the code:
CHAMPION YOURSELF

Paragraph one: Everyone knows that the best way to someone’s heart is through a box of chocolates. But did you also know that eating chocolate is good for your heart’s health?

Paragraph two: Emily Peters is the owner of the Champion Chocolates shop on High Street. She agrees there are benefits to eating chocolate. “It has been scientifically proven that chocolate can help your heart by lowering blood pressure, **preventing** clots, and improving blood flow to your heart. One of the best things you can do for your heart is to eat a piece – or more – of dark chocolate every day.”

Paragraph three: Chocolate contains flavonoids, which are antioxidants. Including them in your diet is a great way to keep your body healthy. Research from Johns Hopkins University* shows that eating chocolate can help improve brain function and lower stress. It can even improve athletic performance!

Paragraph four: Emily wants her customers to get all of these benefits, so she gives people free chocolate samples. She also has a special deal for customers who like to shop from home – free shipping on all online orders over \$10 when you use the order code: CHAMPION YOURSELF.

*Go to: www.hopkinsmedicine.org/the-benefits-of-having-a-healthy-relationship-with-chocolate for more information.

Source (image, adapted): www.devonportchocolates.co.nz

(a) According to Emily Peters, how does eating chocolate help your heart?

- It helps you to be romantic.
- It reduces your stress levels.
- It lowers your blood pressure.
- It improves your athletic performance.

(b) The writer’s main purpose in this article is to:

- showcase Emily Peters.
- promote Champion Chocolates.
- describe the benefits of chocolate.
- explain how to have a healthy heart.

(c) Which paragraph is most likely to have reliable information about the health benefits of chocolate?

- Paragraph one
- Paragraph two
- Paragraph three
- Paragraph four

(d) *It has been scientifically proven that chocolate can help your heart by lowering blood pressure, **preventing** clots, and improving blood flow to your heart.*

The word that is closest in meaning to **preventing** is:

- stopping
- increasing
- destroying
- discovering

(e) The main reason the article is called “Champion your health with chocolate” is to:

- get the reader to consume more chocolate.
- encourage the reader to champion their health.
- link chocolate’s health benefits to the shop’s name.
- gain the reader’s attention with a catchy-sounding title.

QUESTION FIVE

Read the article *Michel Tuffery: Art is his first language* (below) and select (✓) the best answer to all parts of the question.

Michel Tuffery: Art is his first language

Introduction

Paragraph one: Wellington-born artist Michel Tuffery considers art to be his first language, as he spoke little before the age of six, and had trouble with reading and writing because he had dyslexia.

Paragraph two: “The first thing I did when I went to school was to draw on my pages instead of writing. So the teachers would tempt me with a blank page. I had to write a sentence before I could get the blank page, and I just about cried over having to do that. But then I would get to it, and I could draw what I was thinking. It’s just another form of communication.”

Paragraph three: Michel uses art to communicate about important issues, and embraces many art forms, including printmaking, drawing, painting, sculpture, and carving.

Paragraph four: Michel has received many awards. In 2008, he was made a Member of the New Zealand Order of Merit for services to art. He has also won important awards from Creative New Zealand, including the Senior Pacific Award in 2020.

Matariki resin star series

Identity is an issue that Michel has explored in his art. He was born and raised in New Zealand with a Samoan mum and a Rarotongan/Tahitian dad. Michel’s resin Matariki stars are examples of his work on identity. The Matariki stars appear in mid-winter, signalling the start of the year for many iwi. Stars are also considered an important part of the environment across the Pacific, as they were used to help people find their way on long ocean journeys.

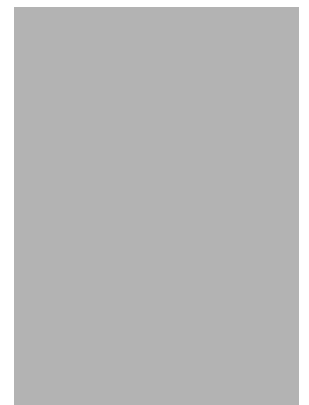
Michel’s Matariki stars draw on traditional designs from Māori and Pacific cultures and explore identity – especially for Pacific people born in New Zealand. “We’re this third generation,” Michel says about his identity. “We were born here, in New Zealand. If you go to a new place you create a new culture, and that’s what we’re doing.”

Poly Font woodcut print series

At art school Michel’s worst subject was printmaking, so he decided to focus on that and turn it into a strength. Michel makes prints with woodcuts and lithographs on paper and tapa cloth. His *Poly Font* series was inspired by the birth of his granddaughter, and perhaps his own experiences with art and writing at school. Michel draws on both traditional patterns of the Pacific, and animals and plants to create a series of letters from A to Z.



Matariki series, 2019



M is for Moa, E Series, 2017

Laumei (Turtle) sculpture series

Michel also uses his art to bring awareness to environmental and health issues.

After he saw a leatherback sea turtle die from eating plastic, Michel made large turtle sculptures out of tinned fish cans and tyres. He aims to show the harm that rubbish and waste does to the animals in our environment.

Povi (Cow) sculpture series

Some of Michel's most famous artworks are his life-sized cow and bull sculptures. These sculptures are made from corned beef cans to bring awareness to the health, environmental, and economic issues that affect Pacific people.

“The cow sculptures bring together my political and environmental concerns about the move away from traditional food sources, resulting in increased obesity, diabetes, and wider health problems affecting Pacific people. **Deforestation** to clear the land for farming causes environmental damage. Ironically, while land in the islands is used for farming cattle, meat is shipped out and sold back to the Pacific in cans by New Zealand.”

Source (images): *Matariki* series and *M is for Moa*, micheltuffery.co.nz; Turtle, www.shapiro.com.au/lot/michel-tuffery; *Pisupo lua afe (Corned beef 2000)*, Museum of New Zealand Te Papa Tongarewa, FE010516.

(a) Why is the article called “Michel Tuffery: Art is his first language”?

- The first word Michel could say was “art”.
- Art was Michel's favourite subject at school.
- Michel has become famous because of his art.
- Michel found it easier to draw than to speak or write.

(b) The writer's main purpose is to:

- persuade the reader to buy Michel Tuffery's art.
- describe Michel Tuffery and his art to the reader.
- provide their opinion on Michel Tuffery and his art.
- explain how to become an artist like Michel Tuffery.



Turtle, *O le Vasa Loloto mal le Laloa (The Wide and Deep Ocean)*, 1998



Pisupo lua afe (Corned beef 2000), 1994

Please turn over ►

(c) In the introduction section, which paragraph shows that Michel Tuffery is an important artist?

- Paragraph one
- Paragraph two
- Paragraph three
- Paragraph four

(d) **Deforestation** to clear the land for farming causes environmental damage.

Deforestation means:

- Planting food crops.
- Over-watering the land.
- Chopping down forests.
- Poisoning weeds and insects.

(e) Which section provides readers with more information about Michel's understanding of his identity?

- Matariki* resin star series
- Poly Font* woodcut print series
- Laumei* (Turtle) sculpture series
- Povi* (Cow) sculpture series

(f) Which artwork connects most closely with Michel's early experiences of drawing and writing at school?

- Matariki* resin star series
- Poly Font* woodcut print series
- Laumei* (Turtle) sculpture series
- Povi* (Cow) sculpture series

(g) What do all the art pieces in this article have in common?

- They connect to the natural world.
- They draw attention to health issues.
- They make use of recycled materials.
- They include traditional Pacific patterns.

QUESTION SIX

Read the *What should we plant?* (below) and select (✓) the best answer to all parts of the question.

What should we plant?

The Kingi family have decided to turn part of their farm into a native plant reserve. The area isn't suitable for farming as it is hilly, cold, windy, and dry. They would like to plant some trees that will attract birds, and are also interested in creating an environment for bees, beetles, and other useful bugs and insects.

They began by looking at some notes that they found on the Department of Conservation website:

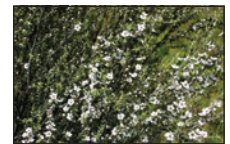
Kākābeak

- Kākābeak (or Ngutukākā) grows in open, sunny sites, often at the base of cliffs or on edges of lakes and streams.
- The plant is named for its beautiful red flowers, which hang in clusters of 15–20 blooms and are shaped like a kākā's beak. The seedpods are considered tasty.
- The tree is faced with extinction, but the Forest Lifeforce Restoration Trust is helping to conserve the plant.



Mānuka

- Mānuka is found in lowland to low-alpine regions up to 1800 m above sea level. It is a tough plant, and can cope with drought, waterlogging, strong winds, and frost.
- The flowers smell very sweet, and they provide an important source of pollen and nectar for native bees, flies, moths, beetles, and geckos.
- The plant is sometimes called “tea tree” because Captain Cook used the green leaves to make tea. The sailors also used the twigs to make beer.



Fern

- Ferns are typically found in damp, forested areas beneath a dense canopy of evergreen trees.
- The bracken fern (rārahu) was part of the early Māori diet in places that were too cold for the kūmara to grow. The roots were left to dry before they were cooked and eaten.
- The silver fern or ponga is a national symbol, and is named for the silver underside of its fronds.



Nīkau

- The nīkau is mainly found in coastal to lowland forest in warmer regions.
- The bright red nīkau fruits are an important food for native birds. So are the large clusters of light purple flowers that attract useful insects, especially bees. The immature flower is edible and can be cooked and eaten like cauliflower.
- Māori made storage containers and pots from the outer trunk, and the hard berries were made into necklaces or eaten when green.



Source: www.doc.govt.nz/nature/native-plants; (images): kākābeak and fern, www.doc.govt.nz/nature/native-plants; mānuka, www.kahikateafarm.co.nz/product/manuka; nīkau, www.nzgeo.com/stories/nikau-the-kiwi-palm

(a) The most appropriate plant for the Kingi's area of land is:

- kākābeak
- mānuka
- fern
- nīkau

(b) The plant that would attract both native birds and beneficial bugs is:

- kākābeak
- mānuka
- fern
- nīkau

(c) The information for each plant includes:

- descriptions of the leaves.
- its uses as a food or drink.
- other names it is known by.
- ways it was used in the past.

(d) The bullet points for each plant are arranged in:

- a similar order.
- a random order.
- a scientific order.
- an alphabetic order.

(e) The Department of Conservation website was useful for the Kingi family because it provided:

- advice
- opinion
- instruction
- information

