



National Certificate of Educational Achievement
TAUMATA MĀTAURANGA Ā-MOTU KUA TAEA

Exemplar for Internal Achievement Standard

English Level 2

This exemplar supports assessment against:

Achievement Standard 91101-A

Produce a selection of crafted and controlled writing

An annotated exemplar is an extract of student evidence, with a commentary, to explain key aspects of the standard. It assists teachers to make assessment judgements at the grade boundaries.

New Zealand Qualifications Authority

To support internal assessment

	Grade Boundary: Low Excellence
1.	<p>For Excellence, the student needs to create an effective, crafted and controlled selection of writing that commands attention.</p> <p>This involves developing, sustaining and structuring ideas effectively and using appropriate language features to create meaning, effects and audience engagement.</p> <p>This student has effectively developed, sustained and structured ideas about what it means to be a young New Zealander in a multicultural society. The student does this by developing, sustaining and consolidating her understanding that legal confirmation of citizenship is not needed to validate her own sense of belonging (5) (7).</p> <p>The student has built on the idea by providing relevant and often striking details (4), and structuring her compelling journey of discovery and awareness of her own cultural duality around the parallel journey through the day of the citizenship ceremony (1) (3).</p> <p>The student has used appropriate language features to command attention by establishing and sustaining a distinctive personal voice that engages audience's interest and empathy (1) (2) (6). There is a sustained, articulate and accurate use of effective language features, including first person narration, sentence variation and specific and relevant vocabulary choices and descriptions (3) (4) (7).</p> <p>For a more secure Excellence, the student could craft the second half of the narrative to produce more syntactical variation, rather than the repetitive 'I stand', 'I have sung', 'I chuckle', etc.</p>

“The Long Journey Home”

7:34 a.m. I stand in front of my mirror in my bedroom, dressed in my pale blue blouse and my dark tartan skirt. I slip on my navy jersey and tug at the fraying edges on the sleeves, glancing at the ticket on the calendar: “Citizenship Ceremony 09. Michael Fowler Centre. 7 pm. April 1.” Ha! Is this some kind of joke? On April Fools Day? You gotta be kidding me! The last thing I want to do is stand in an auditorium with a bunch of random white people, just give me the damn certificate already! (1) I plug in my hair straightener, attack my hair with hairspray and then put in my blonde hair extensions, brushing out the strands for maximum cover.

7:56 a.m. I pull an incense stick out of a long tube and light it expertly. As the flame goes out, I am left with a smouldering tip and a trail of smoke. I hold the stick up vertically against my forehead, close my eyes and begin chanting in my head: “I am blessed by Buddha and shall forever be loyal to my family and friends. I am forever loyal to my culture and Buddha. I pray forgiveness for the sins I have committed and ask Buddha to protect the ones I love.” I bow my head, once, twice and a final third time, then plant the stick into a pot of ash alongside burning red candles. I wonder if Buddha speaks English? (2).

Period One: English

Period Two: Correspondence Chinese Level 1

10:42 a.m. Morning tea. I rush to the tuck shop to beat the crowd to the line to buy my morning tea. “Hi there, what can I get ya today?”

“Hey can I just get one of those mince pies thanks. No wait fried rice! Wait... pie? Rice? Pie? Sorry. Umm... can I just get a pie thanks.”

Period 3: Piano

Period 4: Business Studies

1.38 p.m. The lunch bell rang about eight minutes ago. I sit in the corridor with a line of black haired girls up against the wall, all identical, all holding our rice boxes and chopsticks in hand (3).

7:42pm. “... And I am forever loyal to her Majesty Queen Elizabeth...” I stand in an auditorium with a sea of a million different cultures but all united here to get the exact same thing: to be declared New Zealand Citizens. I look around me, an Indian woman stands in front of me in her sari and her long black hair, her children and her husband at her side, all wearing their traditional Indian clothes. I look to my right and see my mother dressed in a Malaysian sari. And here I stand, in my satin cocktail dress with my crystal earrings and a sequined clutch purse (4)

8 p.m “Please rise to sing the national anthem.” I stand and open my mouth as soon as the music starts. The words just pour out naturally. I have sung this song since I was 5 years old. To the left, I hear my father singing, every word loud and proud, but none of them pronounced correctly. But who am I to criticise? I am a fifteen year old Malaysian girl with olive yellow skin and pitch black hair with blonde extensions. The blood that runs through my veins is completely Malaysian, but I can’t even pronounce one single word of the Malaysian national anthem. I wasn’t born in New Zealand, I was born in Malaysia. Shouldn’t I know the words from my own national anthem? (5)

8.20 p.m “See-zee-loo-eee Chin.” I chuckle to myself, as if I’ve never heard my name mispronounced like that before! I step up to the stage, hands slightly sweaty as I look into the sea of people to my left. I walk towards the Governor General, shake her warm, welcoming hands, and receive my certificate of citizenship. I know I should feel something, some kind of jolt, a sudden belonging to New Zealand. But I don’t I feel anything (6)

9:12 p.m. I sit in the back seat of our Toyota Previa, looking out at the streets and the cars go by. I keep wondering why I didn’t feel anything when I was up there. I am a legal citizen of New Zealand now. Citizenship means I can qualify for a future university scholarship. My parents are so happy – they’ve been waiting for this moment for as long as I can remember being in New Zealand.

9.45 p.m “...from the bottom of our hearts, welcome home,” sings Dave Dobbyn on the radio as we turn into our drive and suddenly I understand. I’ve lived in this country for nearly my entire life. I’ve grown up here: Cuba Street’s buckets and records from Slow Boat; Frank Kitts’ seagull slide, Te Papa Marae on wet days, and swimming at Days Bay; Dragon Boat races on the harbour, netball on Saturday mornings and Dim Sum Sundays; Kirk’s toy department, New Year’s Eve with family and the parade the next day in Courtney Place. I don’t nee

some piece of paper with the words 'Citizen' and 'New Zealand' on it. I was a New Zealander all along, a Malaysian New Zealander. And this is my home (7).

	Grade Boundary: High Merit
2.	<p>For Merit, the student needs to create a crafted and controlled selection of writing that is convincing.</p> <p>This involves developing, sustaining and structuring ideas convincingly and using appropriate language features to create meaning, effects and audience interest.</p> <p>This student has convincingly developed, sustained and structured ideas about New Zealand’s negative self-image. There is a well-researched examination of the factors behind New Zealanders’ feelings of anxiety about their place in the world and shows how this attitude manifests itself in society (2) (3). A well-reasoned case for New Zealanders to take more pride in themselves as a nation (4) (5) has been developed.</p> <p>This student has used appropriate language features to create convincing effects by deliberately selecting appropriate language features to produce a precise and accurate piece of writing that is articulate in places. First person point of view (both singular and plural) has been used to sustain an encouraging rather than didactic tone (1) (4).</p> <p>To reach Excellence, the student could develop and sustain a more compelling argument by varying the format of statement followed by listed examples. The language could be crafted more effectively by limiting the use of exclamation marks.</p>

“Little Old New Zealand”

“What brings you to little old New Zealand?” “What do you think of New Zealand?” were the questions constantly asked when I first moved to New Zealand. Why these questions? Why are New Zealanders so anxious about their image abroad and what visitors to their country think of them? Why this insecurity? But this year, when 3 English tourists visited us, I found myself asking the same questions in the same hesitant tone. (1)

New Zealanders have feelings of anxiety about their place in the world. This has been called the ‘Cultural cringe’: the belief, according to Australian sociologists Head and Walter that one’s own country ‘occupies a subordinate cultural place and intellectual standards are set and innovations occur elsewhere’ (2). This is a typical feature of colonised nations such as Australia and NZ and leads inhabitants of those countries to devalue their own country. Our nation, New Zealand, is suffering from cultural cringe

This manifests itself in 3 ways: the need for reassurance (as we have seen), constant self-criticism or self-deprecation and a defensive reaction to anyone who criticises our country or culture. One example of our critical attitude to ourselves is attitude to our accent. The New Zealand accent has been subject to criticism ever since it emerged. A visitor in 1934 said the New Zealand Accent sounds like “the baaing of sheep.” Dame Ngaio Marsh called it “the ugliest accent in the world” and others blamed nasal infections, the fear of flies entering the mouth, or the result of a perpetual smile or ill-fitting false teeth! Recent examples of our defensive attitude have been the national hysteria over Duncan Fallowell’s negative comments in his book, ‘Going as Fas as I can’ and the outrage at the French rugby player, Mathieu Bastareaud, who claimed to have been beaten up by five youths after the game, when it was discovered he was lying and had actually injured himself being drunk and falling over (3).

But isn’t it time we left the cultural cringe behind and started to take pride in ourselves as a nation? Our colonial past and pioneer culture have left us another very different legacy: a ‘can-do’ attitude of resourcefulness as expressed in our ‘Number 8 wire’ attitude to life (4)- spreadable butter, jogging, tranquiliser guns, egg beaters and jetboats, all invented in New Zealand. We are an innovative nation of “firsts.” Not only is New Zealand the home of Sir Ed the first man to reach the summit of Mount Everest and Ernest Rutherford who first split the atom, our country was the first in the world to give women the vote! New Zealand’s creativity has been acclaimed world-wide. We have a Nobel prize winning novelist, Janet Frame and Lloyd Jones was recently shortlisted for the Booker prize with his novel Mr Pip. The film Whale Rider earned prizes at festivals from Sundance to Toronto; Lord of the Rings showed not the beauty of our country to the rest of the world but Weta’s incredible film technology. Split Enz an internationally famous band and Flight of the Conchords became a cult programme in the US.

With our amazing history and achievements, it’s no wonder we have the saying “If anybody can, a kiwi can.”(5).

We may be a small country, but we continue to punch above our weight! We need to recognise and acknowledge this! Cultural cringe needs become a thing of the past! With all these amazing attributes, imagine what New Zealand could accomplish if we truly believed in our own country.

	Grade Boundary: Low Merit
3.	<p>For Merit, the student needs to create a crafted and controlled selection of writing that is convincing.</p> <p>This involves developing, sustaining and structuring ideas convincingly and using appropriate language features to create meaning, effects and audience interest.</p> <p>This student has convincingly developed, sustained and structured ideas about a trip into the countryside. The student sustains the suspense in a structured and clear build up to the narrator's jump into the river (3) (4) (5).</p> <p>This student has used appropriate language features to create convincing effects by deliberately selecting appropriate language features to create meaning and effects (1). A credible, personal voice for the narrator (6) has been developed, and realistic dialogue between the friends (2) has been created.</p> <p>For a more secure Merit, the student could further develop and sustain some ideas, such as '<i>completely at a loss</i>', '<i>she knows where we are going</i>' and '<i>a wild goose chase</i>'. Some of the imagery could be clarified or further developed, such as the comparison with Icarus, and the '<i>looking glass</i>' attributes of the water.</p>

“The River”

Vanessa's SUV curves unsteadily around the road, until the road dissolves altogether and a dirt-track glares back at us. We're completely at a loss and none of us believe Vanessa when she reassures us she knows where we are going. I look out the window and down at the bracken that scrapes at the car. Bugger, I write, on its dusty sides. **Civilisation is gone, gorse, pine trees and rusty farmer's shacks have taken over and the day is only going to get hotter. Far below, I catch a glimpse of the river winding around the base of the hill at its own pace, willows bowing gracefully to its waters in awe of their gentle power, river stones bleached to the colour of bone** (1). Vanessa takes a left up an even rougher track. I start to think we are being led on a wild goose chase.

“How's the Happy Meal, Geoff? Still happy?” I ask.

“Shuddup, retard,” mutters Geoff looking (2). Harry is twitching away to the scratchy sounds of his IPOD which can be heard over the rumble of the engine and churning gravel. The car suddenly skids and then rolls to a stop. We jump out and I stretch, wondering once again how it's possible to feel cooped up in an SUV. **Nobody says anything. It's a long long way down to the river from the Wairoa Gorge Bridge.** (3)

“What is it about bridges that make you want to do something mental?” asks Harry to no one in particular.

“Perhaps some people just like a bit of a view,” answers Vanessa.

“Or they want to get to the other side,” grins Geoff. Everyone rolls their eyes. Still, we all know why we're here. The only question is who's gonna go first.

As I look over the edge of the bridge I feel like I'm already falling. The water beckons me to join it. I almost feel the vertigo pulling me off the bridge into the water. **There's alot of bickering as to who will go first. All the while I've been watching the water** (4). I'm going to do it, I can do it. I know it's as easy as just letting go and leaning slightly forward, but I can't bring myself to trust in gravities divine powers. Then it all happens in slow motion. I climb up onto the top of the railings look out towards the river and turn my brain off. **My descent off the bridge begins** (5).

The parallels of time have been tampered with. For a moment I'm held in the air and then I'm falling slowly yet I can feel the strong embrace of g-forces dragging my body down. I break through the looking glass (6). I've ceased to fall. The water is cool and forgiving. I look back up and see my friends waving; they are the gods of Olympus who have just witnessed the fall of Icarus

	Grade Boundary: High Achieved
4.	<p>For Achieved, the student needs to create a crafted and controlled selection of writing that is appropriate to audience and purpose.</p> <p>This involves developing, sustaining and structuring ideas and using appropriate language features to create meaning and effects.</p> <p>This student has developed, sustained and structured ideas about teenage driving. The student has done this by building on ideas through the connection of the title to the closing sentence (1) (10) and by combining action and reflection within the anecdote so that the central idea is generally reasoned and clear (6) (7).</p> <p>This student has sustained the idea by explaining, commenting on and giving examples of negative and unfair reactions encountered because of teenagers' age and limited experience (4) (5). Some suspense has been created by delaying the outcome of the test with the reflection on nervousness (8).</p> <p>This student has used language features appropriately and accurately to create effects. The student has done this by deliberately using a mix of humour and serious reflection (2) (4) (5) (10).</p> <p>To reach Merit, the student could further develop and sustain some ideas, such as <i>'they were my age once weren't they?'</i> and the unfairness of stereotyping. There could be a more deliberate use of language features in some sections in order to capture and sustain audience interest convincingly (2) (9).</p>

Teenagers can't drive, pffft!(1)

Recently, after having realized I had been on my learners licence for over a year, I decided to go and try to get my restricted. On my way into town to the local NZ Transport office to sit my license I suddenly notice a lot more about other drivers(2). Every time someone does something stupid, I start grumbling to my mum who is in the passengers' seat, conveniently forgetting all those times I've accidentally cut someone off or missed a sign increasing the speed limit, haha.

But far out, I can't wait to get rid of these L' plates, they're so embarrassing! When people see you driving with them stuck very visibly to your windscreen, you know what the first thing that goes through their head is (3)'Bloody hell, why do they let those reckless, accidents-waiting-to-happen they call teenagers on the road for?'(4) Which if you ask me is extremely hypocritical because they were my age once weren't they? It's just this stereotypical view that adults seems to have. They might as well renew the dictionary meaning for teenagers: 'irresponsible, trouble making young people who have bad judgement and can't drive' (5).

Sure this possibly is true for a certain proportion of the teenage population, but there are those of us who are exceptions to the rule, and we get labelled too. I get it that teenagers statistically have the most accidents on the road, but no- one ever tells you that the second group of worst drivers are the oldies (late 50's to early 60's), and they are the ones who pick on us for it! (6)There is one funny thing I find about being on a learners license, and it's when other drivers see you with those unsightly 'L' plates, they HAVE to pass you. No matter what speed you're going, it's always too slow. And they call us irresponsible!

But anyway, by the time I stop thinking about how unfair life is when you're a teenager, I've made it to town (7) safely (I hope all you experienced drivers take note of that). I park in front of the AA building, sit for a few seconds, start up again, move the car to park around the side of the building. It's a much quieter street around the side, and easier to pull out of. I might as well give myself a head start.

Soon the driving instructor is sitting beside me but I'm not nervous. That is not until he asks me to perform the ridiculous task of parallel parking. Out of all the things he could ask me to do, it had to be the parallel park. I'm confident at a hill start, or reversing around a corner, but that would make the test far too easy for the instructors liking. So I do the parallel park sweet as first try, but now for the rest of the test it feels like a bevy of butterflies are having a party in my tummy.

Nervousness: what causes it? Why do we get it? Wouldn't life be easier without it? (8)These are things I've always wondered. I think even though no-one likes to get nervous and it feels horrible, we need it. It's almost like a sick type of motivation. But the funny thing is that no-one tends to get nervous at things they should be nervous about, but more for about the unknown. For example, if you have failed a maths test, and you know Dad is going to be really mad when you get home, you won't be nervous, even though you know something bad is going to happen. But if you are going to be in the final of the hundred metre sprint, and it's something you've been training for, you will most likely be shaking in your shoes! (9)There are two ways it could go: you win, you don't win. But because you don't know which way it's going to go, the butterflies appear. And they don't go away until the race is over.

This was the case for my licence, because as soon as I got the butterflies, they stayed until the test was over. But it was well worth it in the end because I passed. When the instructor told me, I let out a sigh of relief, mainly because I hadn't wasted my money, but also because I had just proven my point because some of us teenagers can drive!(10)

	Grade Boundary: Low Achieved
5.	<p>For Achieved, the student needs to create a crafted and controlled selection of writing that is appropriate to audience and purpose.</p> <p>This involves developing, sustaining and structuring ideas and using appropriate language features to create meaning and effects.</p> <p>This student has sufficiently developed, sustained and structured ideas about the User Friendly Shakespeare Company's production of <i>King Lear</i>. The student has done this by building on ideas about the aspects of the play which appealed or did not appeal to the teenage audience (2) (8) (5).</p> <p>This student has used language features appropriately and accurately to create effects. The student has done this by deliberately selecting language features to create meanings and effects (1) (4).</p> <p>For a more secure Achieved, the student could provide further examples and/or details to support some statements (3) (6) (7).</p>

Fast and Furious (and Funny) Shakespeare (1)

When the bustling crowd of Year 12's walked into The Marilyn Davis Theatre, they expected to be bored out of their minds. However, they saw 'the maroon coloured curtains already drawn and three smiling actors welcoming the stream of people walking through the door, eager to get the show started. The audience did not expect to be drawn in and willing to watch the User Friendly Shakespeare Company's 'King Lear.' The show had captured the audiences' attention from the very start and had everyone crying tears of laughter thanks to the direction of Harley Browne.

Even though there were only three actors, they were everything the show needed to be a worthwhile performance. The three actors; Andrew, Jayden and Brent, played multiple characters and demanded the audience's attention from the moment they walked on stage. The mix of modern and Elizabethan English language was a relief to the teenaged audience. It felt less intimidating as the audience could actually understand what was happening; minus the 'thee's' and 'thou's' (2)

The actors, Brent, Alan and Brian, evidently gave it their all. However, some parts of the play where would shout out loud were a bit unnecessary and unpleasant to the ears. Despite the effortless humour throughout the play, the basic storyline was hard to keep up with. This was due to the obvious improvisation of the actors (3). It felt as if the play was more about the User Friendly Shakespeare Company than 'King Lear' itself. (4) However they did give it their all and it paid off with the entire audience clutching their sides from laughter (5)

The key to this hilarious performance was not the way the actors looked. The speed of light costume changes were accompanied by the simplicity of the costume designs. The quick costume changes were amusing to watch (6).

If there was one feature of the play that did not 'wow' the audience, it would have had to be the setting and props. There are stage screens right in the middle of the stage which were the set from time the audience had walked in until the very end. Admittedly so, the plain props produced much effect as they were interacted with greatly and were used efficiently. They added dramatically to the humorous act (7).

The major downfall of the performance was the pace. The pace was incredibly quick so that one scene jumps to another in a flash of lightning. If you happened to blink, the performance has thundered on and you have missed a huge chunk. I believe that anyone who has no background of the original 'King Lear' would not understand the basic plot and end up very confused. On the other hand, I also believe that someone who has a deep understanding of King Lear would also be confused as the User Friendly Shakespeare Company's 'King Lear' only covered a small part of the original play. This could somehow be excused as the performance was meant to be a full length play squashed into one hour (8).

The User Friendly Shakespeare Company's 'King Lear' was not to be missed. With three incredibly hilarious actors accompanied by speedy costume changes and the most basic set, how could one not have fun? If you are looking for a night of laughter, this would definitely be the performance for you.

	Grade Boundary: High Not Achieved
6.	<p>For Achieved, the student needs to create a crafted and controlled selection of writing that is appropriate to audience and purpose.</p> <p>This involves developing, sustaining and structuring ideas and using appropriate language features to create meaning and effects.</p> <p>This student has begun to develop, sustain and structure ideas about his father by developing the idea established in the first sentence (1) about his father as somebody who commits himself whole heartedly to whatever he does (4). There are details of his father as a demanding but respected coach, a man of principles who works hard, plays hard and loves his sport (3) (4).</p> <p>This student has provided some evidence of language features used to create an effect. The student has done this by deliberately selecting some of his father's expressions (1) (6) and selecting vocabulary that reflects a personal voice and tone (5) (4).</p> <p>To reach Achieved, the student could use more descriptive detail to craft the lists and recounts into experiences (7) (8). The content could be structured within each paragraph so that the ideas are connected (9). There could be a selection of language features and vocabulary to create specific effects and meanings (2).</p>

“On the line, boys!”

“On the line, boys!” (1) is one of the many sayings that materialize in my “top four inches” when I think about my old man. Dad is a really pleasant, caring, active, athletic, sport loving and all round good guy (2)

“Give respect and you will receive it.” Everyone respects my dad, especially the rugby boys. We all look up to him. We all do what he says even though when he tells us to run more at training none of us wants to, and we complain a great deal. But we end up doing it, because if we complain too much he makes us run even further! I think the boys all admire Edz because he doesn't care who you are or what you do. Everyone is equal and everyone gets treated the same. He takes time away from his job and life to be there for us. To coach us and make us believe in ourselves, that we can be better rugby players (3) and we can win.

“Work hard play hard.” My dad always gets up at like 5:30 in the morning. I think he is fanatical but that's what he does. So in other words he works very hard and I look up to him for that (4). We do a lot of hard work before we can have fun. But he's had so much fun that he's starting to go bust (5). He needs a hip replacement and sometimes he can't even walk because of it. And he has stuffed his back from when he was young, so he needs to go to the chiropractor every week. He needs to look after himself better but he doesn't.

“Come on ref! I could see that from here!” (6) My pop is a really happy easy going guy. He loves his sport; sometimes he will even tell the ref what to do when watching a rugby game on TV. He also loves his fishing and diving. He has a million stories that I could tell you. One story is the one that goes, “One day when we were down the coast I was going for a dive (7). When I was down there I was going into a crevice to get a big cray that I saw. When I reached in a big moray eel came out and bit me on the hand. Before I could even get to the top my hand was colossal.” There are many more I could tell but I won't because we would be here all day. He also loves his hunting (8). If he ever gets a chance he will be hunting or fishing or spending time with the family. He loves all three things.

Some people even say I am getting and looking like my dad more and more every day. I don't really know if that's a bad thing or a good thing. I'm leaning toward it being a good thing. He is a really cool and laid-back guy. He has fairly high and hard to reach expectations. But they are good, and if you are nice to him he will be good to you. I remember one time when I was little. I chased him all the way down and around the farm (9). He was on his motor bike and I ran after him all the way. He didn't see me until he turned around to go home. So I guess I wanted to be with him all the time, even from a young age. My dad always even lets me take his truck out. He always gives me money if I am going out, and he just always looks out for me and makes sure I am alright. And that's just some of the reasons that I love my dad.