



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 AS 91101-B

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 in a eulogy for Thomas Bryant. The student does this by developing and sustaining a compelling pre and post war portrait through contrasting details about Thomas Bryant’s personality (2) (10), his changed relationships (4) (9), his changed appearance (7) and his changed pastimes (3) (8).</p> <p>This student has commanded the reader’s attention about the impact of war by structuring ideas through a narrator who is delivering a eulogy before a congregation (1). Personal details are effectively integrated with more general details to show how war impacts on all families (5) (6) (12).</p> <p>The student has used appropriate language features to command attention by engaging the audience through the use of a distinctive personal voice (2) (13) and deliberately selecting language to reflect different viewpoints (7) (14).</p> <p>For a more secure Excellence, the student could provide further insight into the mind of the man who had <i>‘always believed in the equal, fair treatment of others...’</i> (5) and who was now <i>‘not the man that left this village 4 years ago’</i> (11).</p> <p>In order to make the piece more persuasive, the student could further develop exactly what was the <i>‘impression in between the lines’</i> (6), and how he <i>‘no longer fitted into daily life’</i> (9).</p>

“Eulogy for Thomas Bryant”

Welcome friends and family (1). We are here this afternoon to pay respects to the memory of Thomas Bryant, husband of Marguerite, and my father.

Thomas was a brave, selfless, funny man. I still remember the way he used to hide under the stairs and then jump out at me, grinning, when I came down for breakfast (2). I used to nearly hit the roof. I have fond memories of how he used to take me down to the lake on Sunday mornings with our Labrador, Bessie, and teach me how to skim stones on the glazy water (3). He was a very social man, before the war, and loved his brandy. I remember the elaborate dinner parties he used to throw for his friends, you people (4), in the hot summers of June. How he used to become very loud after the third or fourth brandy, his powerful laugh wafting up the stairs with the strong smell of cigars.

Father always believed in the equal, fair treatment of others, and the advance of England. So when he heard that the Germans were bayoneting women and children and ‘nailing cats to church doors’ he was all too keen to sign up to fight the good fight (5). It was odd not having father around the house, it missed that cheerful buzz that was usually around wherever he was. We used to cherish the few letters home from him. I was quite young of course so Mother used to read them to me. The authorities used to censor much of what he wrote but we still got the impression in between the lines that things were difficult at times out there and he missed us (6).

When we heard the village bells on November the 11th, we were overjoyed because we knew we were going to get back a father and husband from the war that had so roughly taken away him away from us. Mother and I stood at the jetty in our best clothes, her arm around me. I still remember the face of my father as he stepped off the gangway and into our arms. It was so different to what I remembered. The once plump, jolly face of my father had been twisted into a thin almost unrecognisable form. It was like skin had been stretched, very tightly over a wooden mask, his mouth permanently stretched into awful false smiles. Deep gauged chasms surrounded nervous, sunken eyes that flicked from side to side (7). It was frightening.

The next ten years were very hard on my father. He never spoke about the atrocities he must have faced. I don’t blame him. What he experienced, however, came out in other ways. My once loud, laughing father was gone, replaced, instead, by a silent solitary shadow who took long solitary walks along our lake (8). He no longer fitted into daily life. He became more and more secluded from his friends, family and loved ones (9). A door slamming in the wind would make him jump uncontrollably (10). This was not the man that left this village 4 years ago (11). I don’t like to think of my father as ‘that’ man. The real Thomas Bryant died in the trenches with the shells and rifle fire. This was an empty shell of a man, his soul stripped bare by war (12).

Forever in my heart is the man that used to read me bedtime stories, the man that taught me how to ride a bike and skim stones on glazy water (13). I ask you not to remember the ghost that returned from war or the man that hung himself in our garage. That man was an imposter, a man warped by hell on earth (14). Think back

instead... to peace time, when all was well and good and Thomas Bryant was the loud and funny and kind man we all knew and loved... Thank you for coming today.

	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 through an adaptation of Shakespeare's <i>Macbeth</i>. The student does this by modernising elements from the original story, e.g., the three prophecies (8) (10) (12) (14), so that it becomes a more relevant conflict between modern day motorbike gangs (2).</p> <p>This student has structured the letter so that a sense of immediacy is created, with the opening and final words to Lady Macbeth in the present tense (1) (16). The chronological description of the conflict, with references and allusions to known characters and incidents (5) (11) (13) (15) helps to build and sustain the tension and suspense, up to the dramatic 'P.S.' at the end (17).</p> <p>The student has used appropriate language features to create convincing effects, deliberately selecting vocabulary to create appropriate and effective imagery (4), a sense of place (2) and a sense of person through the use of appropriate asides (6) (16). Tension has been created through the use of balanced sentences (2) (3).</p> <p>To reach Excellence, the student could further develop and sustain ideas about Mac's conflicted state of mind to make the parallels more compelling. Some awkward sentences could be reworked to create a more commanding effect (7) (9) (11).</p>

To my dear Lady Macbeth

It's safe to say, I outlasted the war (1). Flawless victory for the SCO Cross Gang. I was one of the last few men standing. Tension in the air- you know how it is - like the pub on a Friday night, smothered by Cigar Smoke. You could cut it with a knife. Here's how it went down.

As we rode in the fast lane, the desert road stretched into the horizon. We pulled up. Side by side, our bikes were aligned. The mental battle behind the stare-down rivaled what was going to be the bloodiest and most physical battle yet. Bloodlust was high and I was gunning for their heads. No-one was going to destroy the gang. It was an all-out clinic: stab after stab and punch after punch. They fought well; I fought better (2). My 44 took apart MacDonald's smug face and his toy knife! I've never met satisfaction quite like it. All in all, it was no doubt great news for TopDog and I can tell you now that he'll be howlin for weeks on end about how we came to dominate and will forever dominate this side of town (3). No biker-club within a one hundred mile radius is going to cross us now.

It wasn't long before the boys and I took to the road again. Come nightfall, roaring engines became music to my ears and the headlights of cars were jewels to my eyes (4). Then Ban.Q and I made a pit stop in an old dusty town. A few of the boys followed but the others continued on their deafening Harley Davidsons back to the Club. TopDog will be waiting there drunk or high or worse... sober. It was my genius idea to let the other guys hang with him before us real heroes finally made our return.

You would agree that we deserved to have a celebration of our own. Nothings better than a liquid lunch at 11pm and we definitely earned it. By the end of the night everything was spinning with envy but I do remember Ban.Q trying to pick up three weird cougars (5) at once. Mascara smeared, hair all oily and scrounged up and the overpowering smell of an exploded brewery. With two on one arm and one on the other, Ban.Q was wolf whistling and stumbling his way over to me. He tried to palm me off with the ugliest one but I told him that I have my Aphrodite on earth holding it down for me and I suffered harassment from the guys for a while but you're worth all pain, babe (6). Since when was being whipped a bad thing?

After that I didn't pay much attention to what cougars were all doing - except for some stuff they said (7). The taller bonier one shouted everyone a beer and screeched "Mac, Sargent of Glamis". (8) Before then I hadn't the slightest clue who she is or where she had come from but yet she knows my status in The Gang (9). Everybody clashed their lager glasses together and threw their heads back chugging down every last drop. Then we had a round of Jager bombs and the oldest of the three in hooker heels shrieked "Mac, Lord of Caws" (10) and cackled aloud. The guys were yelling, roaring, cheering, arguing, grumbling obliviously to what was going on but Ban.Q certainly heard it loud and clear (11). A few Lemon drops, Kamikazis, Jello shots and many bottles of gin later the creepiest most messed up one of them all climbed onto the bar table all the while holding an overflowing glass of tequila in her hand. She raised her glass in the air and wailed "Mac, Leader of The Gang" (12). Before I knew it all three were on the table shouting my name, shouting Ban.Q's name - shouting both our names. It was weird.

That's not all; the wild night seemed to continue into the next day getting stranger and stranger. Ross and Angus (13) rolled up on their Fat Boy Los and told me that Top Dog's stripped The "Lord of Caws" patch off of whatshisface and now it's mine - on my jacket!(14)

I don't know who those ladies are and I don't care but they have the wrong guy if they think I'll be The Leader of The Gang anytime soon. Who would even think of putting down The Top Dog?

It's Ludacris. He's the epitome of what this gang stands for - Strength, Power and Endurance. Besides **Little Mal** (15) takes over the reins when Top Dog Dunc's had enough. Even still, he has a long road ahead of him. Forget those crazy cougar ladies. **You are my darling and I miss you like crazy** (16).

Love

Mac B

P.S **Just heard TopDog's gonna pay us a visit but I know you'll have everything on lock and load**(17).

	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 the fostering and adoption of children by same sex couples. The student does this by developing and sustaining a clear focus (2), and building to a reasoned and balanced conclusion (12). Relevant examples, statistics and research (3) (9) help to build on ideas.</p> <p>This student has used appropriate language features to create convincing effects by deliberately selecting vocabulary to communicate the writer's sense of conviction (2) (4) (10) (11). The use of language devices help to sustain the argument and maintain reader interest, such as rhetorical questions (6), emotive appeals (1), balanced arguments (7) and a balance of objective and subjective comments (5) (8).</p> <p>For a more secure Merit, the student could further develop and sustain ideas about what makes good parents, and provide more evidence to support the New Zealand context (rather than using American data).</p>

New Zealanders cannot be discriminated against on grounds of sex, marital status, religious belief, ethical belief, colour, race, ethnic or national origins, disability, age, political opinion, employment status, family status, or sexual orientation. But when's the last time you heard of truck drivers being denied the right to legally marry their partners and adopt children as a couple? (1) Homosexual couples are the only members of society denied a chance to create a family this way. In my opinion, a serious issue in society could be solved, if these couples were given the legal right to foster or adopt children (2).

In New Zealand there is an estimated 10,000 foster families (3) and in America alone there are more than 118,000 children waiting to be adopted. The numbers of children in foster care are a huge problem (4) both in New Zealand and globally. Many of these children will never be adopted and therefore never have a family to care for them. Research shows that children who live in foster care are statistically more likely to become unemployed, drop out of school, and become involved in criminal activities (5). In the USA roughly only 54% of foster children graduate from high school, 25% become homeless, and over half become unemployed. Doesn't it make sense to increase the number of parents who want to look after these children by giving homosexuals this right?(6)

Although currently there are no specific barriers stopping gay individuals from adopting children, homosexuals cannot adopt as couples. Some argue that gay couples shouldn't become parents because children need both a mother and father but why isn't this issue argued in relation to single parents? (7) Single parenting is not seen as a major issue even though the child will only have one parent while homosexual families have two. It makes me wonder if this is just plain old discrimination on the grounds off sexual orientation (8).

Despite all the research that has been conducted on this issue, there has not been a single study which proves that the children raised by same sex couples have any long term problems as a result of their family situations. In fact, Girls raised by lesbian mothers were rated above average in academic and social abilities in a recent survey targeting lesbian parents and their children (9). The 17 year old girls also had lower aggression and behavioral problems than children raised in an 'average' family. In the same survey, the children themselves said that they did not feel disadvantaged by having two lesbian mothers. Child welfare organisations in America have even gone so far to retract former claims that same sex parents shouldn't be permitted to adopt (10). Instead of excluding parents from adopting just because of their sexual orientation, adopting should be a case by case program which looks at the best interests of the child (11).

This by no means proves that all homosexuals will make good parents. Not everyone, whatever their sexual orientation is, will be perfect parents (12). However, by permitting gay couples to foster and adopt, more children would have homes which would result in a happier, healthier life for them, ultimately benefiting society.

	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, and structured ideas about how the director establishes the ruthlessness of the Joker in the film <i>The Dark Knight</i>. The student has done this by building on the idea of the Joker's ruthless nature, which allows him to exploit people (6) (7), his lack of loyalty (9), his lack of conscience (10) and connecting his actions to the dialogue (11). Relevant details about the mask help to sustain the idea (1) (2) (4).</p> <p>This student has used language features appropriately and accurately to create effects. The student has done this by deliberately using repetition (9) (8) and crafting language features appropriately to create meaning and effects (12).</p> <p>To reach Merit, the student could develop a broader view of ruthlessness by, for example, developing and sustaining the idea of the similarity with terrorism (4) and by linking the idea of the 'green tinge' (5) with that of ruthlessness. Some awkward passages (3) (5) could be reworked to create convincing effects.</p>

In the movie "The Dark Knight" the director, Christopher Nolan cleverly forms the movie through different aspects such as camera work, lighting, theme and characters actions, to show the ruthlessness of the Joker. This ruthlessness is seen right from the first scene, which catches the audience's attention and helps us to understand the Joker's character.

In this first scene it focuses on a bank robbery. One aspect that stood out for me was the camera work. In this scene there is a close up of the Joker holding a clown mask. This mask was used to symbolize how the Joker has a hidden identity which is evil and twisted (1). The Joker maintains this hidden identity throughout the whole film. The fact that it was a clown mask emphasizes to the audience the idea that the Joker is chaotic and unpredictable just like a clown but with a twist as his chaotic, unpredictable actions are sinister rather than fun filled like a humorous clown (2). This creates insecurity in regards to the Joker's actions for the audience (3) – we are wondering who he is going to hurt next. The mask shows the similarities between the Joker and modern day terrorists. For example both use masks or make-up to hide their identity to get away with brutal acts of crime (4).

Another aspect that showed the Joker's ruthlessness in this scene, is the lighting. Christopher Nolan used the lighting very cleverly and made it very effective. We see this whenever the Joker appears on the screen, a slight green tinge faintly covers the screen which is associated with the Joker's seaweed coloured hair, how it is greasy, dirty, and all over the place (5). This shows the audience that the Joker is in control because we associate green with the Joker.

This scene also shows how people are easily corrupted for money and by greed and how easy it is for the Joker to be ruthless and exploit people when they are so easy to corrupt (6). An example of how people are corrupted easily in this scene is how the Joker uses the people's greed for money to cause chaos within the group of thieves (7). The Joker gets one of his accomplices to kill another accomplice when a stage of the job is complete. The reason for this is that the clowns thought that their share in the money was increasing. In the end they were all driven by greed, and in the end they all were eventually killed through the mind games of the Joker (8).

The Joker's actions are another crucial part in this scene. For example, the Joker sets up all of his accomplices, who all die. This act shows the ruthlessness of his nature. He has no sense of honour even among thieves. He has no sense of loyalty to anyone, and couldn't care less about anyone who gets in the way of his plan (9) creating chaos in the city of Gotham. Another way his ruthlessness is demonstrated is when we see the Joker and his accomplices stick grenades in people's hands, and also when the Joker sticks a grenade in the bank manager's mouth. This emphasizes how he has no conscience - other people's lives mean nothing to him (10). It also emphasizes the fact that the Joker is psychotic, he thrives on and enjoys the thrill of others pain and suffering. This is shown in the robbery scene when one of the Joker's accomplices says to one of the hostages as he puts a grenade in the hostage's hand, "obviously we don't want anyone doing anything with your hands, other than holding on for dear life." The dialogue emphasises how flippant the Joker and his gang treat these people's lives. The characters actions and the dialogue work together to show how insignificant these people are to the Joker and his gang (11). The Joker is intensely amused watching them hold onto their lives with their own hands, but ultimately knowing he is in control of whether they live or die. This is the sign of a ruthless man - he likes to see fear in their eyes and watch them live their last moments afraid, petrified and alone (12).

In conclusion, it was the director's use of camera work, lighting, theme and character actions that brought out and helped the viewer to understand the true character of the 'The Joker' as an entirely ruthless man, evil and with no conscience at all.

	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 just sufficiently developed, sustained and structured ideas in a profile about Eric Johnson. The student does this by developing and connecting ideas about how events in the man's youth affected him as an adult (6) (9) (10), and by building on the ideas of the man as a soldier (4) (7) and as a family man (2) (3).</p> <p>This student has used language features sufficiently appropriately and accurately to create effects. The student has done this by deliberately selecting some appropriate language features to reflect the nature of the man, such as '<i>whispers</i>' (8) and '<i>simply</i>' (11). There is some variation in syntax, such as balanced sentences (5), short and long sentences, and a mix of dialogue, description and exposition.</p> <p>For a more secure Achieved, the student could re-work passages to improve syntax and tense use (1) (6). The student could also proof-read to correct minor errors.</p>

Soldiers have a very relaxed way about them and are quite easy to point out, especially the well-built, short-haired and respectful ones (1). They tend to be noticed from a mile away. As I walk down Sergeant First Class Eric Johnson's path to his very modern home in orange county California, I see thousands of abandoned toys all over the ground, indicating to me that he must have a young child (2). As I ring the doorbell a young voice yells "I'll get it!" quickly followed by "Oh no you don't." I immediately feel like I'm standing at the front door of a very joyous family home (3). A man who seems to be in his early to mid-30's introduces himself. "Hello, you must be Mr Smith, I'm Sergeant First Class Eric Johnson (4) , but Eric is good enough." Eric then introduces his son, Joshua, who is clinging to his fathers' leg. "Right, let's get into it" says Eric.

Like many young men across the world, Eric grew up in a small town with just enough money to buy food and pay for rent every month without having any money left over for luxuries. He tells me this did not affect him very much at all apart from the fact that his imagination grew as they did not have money for their own toys so he would have to imagine sticks as guns or slides as rollercoasters. As Eric's imagination grew, so did his dreams and aspirations for representing his country, America (5). Eric told me he always had a very happy family with his older brother and his parents but when his brother was 17 years old he committed suicide which tore Eric's family apart, ending in his parents getting a divorce and his mother becoming abusive and reluctant to care for Eric (6). When Eric was old enough he decided to run away to live with his father, which turned out to be one of the best decisions he had made. ... (paragraph continues)...

Once Eric had finished high school, he gained a full scholarship to NYU but decided to turn it down and turn in the other direction of serving in the U.S. military and began his training as infantry but was quickly recruited into the EOD training squad (7) where he learnt all the tricks and trades of defusing various explosive. His passion for mechanics grew into a love of defusing bombs and as a result of defusing bombs; saving lives. He told me it wasn't the adrenaline that kept him in the army it was the fact that he was able to save lives every day and have people rely on him to do something good. "The best feeling you'll ever get, is the feeling of preventing the death of an innocent man or woman without them even knowing they may die" whispers Eric (8). But he left it there as it was bringing too many emotions back. ... (paragraph continues)...

Eric tries his best to spend as much time as he can with Joshua (9) I could see that. I think it was because Eric did not want the same life for Joshua as he had when he was a boy with his brother passing. Also the risks Eric was taking when joining the army made him feel guilty (10) so he was trying to make up for that. When I asked what the best thing about being home was, Eric replied simply with "I love my family" (11). I know at that point he would choose his family over his job any day. He started to grin and added "The food is good too." We both laughed and by this point in the interview it had become more like catching up with an old friend; telling stories and having a laugh.

	Grade Boundary: High Not Achieved
6.	<p>For Achieved, the student needs to construct and deliver a crafted and controlled text 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 the effect of institutionalism (1) on Brooks. The student does this by generally structuring the text so that each paragraph contains a new point and providing and sustaining some details about Brooks, and the fact that he is institutionalized (5) (6) (7).</p> <p>This student has provided some evidence of language features used to create an effect. The student has done this by deliberately making some vocabulary choices to create meaning and effects (9), and generally using text conventions accurately so that the writing contains only minor errors.</p> <p>To reach Achieved, the student could develop and sustain ideas by providing fuller explanations to connect the examples to the idea about the '<i>effects that institutionalism can have on someone...</i>' (2) (3) (4) (8).</p>

In the film the Shawshank Redemption directed by Frank Darabont, Andy Du fresne is sentenced for life in Shawshank Prison for the murder of his wife and her lover. We follow Andy as he gets used to life inside the walls of Shawshank. One of Andy's friends is Brooks Hatlen. As the oldest man at the prison Brooks demonstrates vulnerability. We see through him the effects that institutionalism can have on someone who has been placed in a facility for more than half his life." (1) They send you here for life and that's exactly what they take, the part that counts anyway." (2)

Brooks has been in prison for most of his life and he does not seem dangerous. He comes across as a harmless but eccentric old man to Andy and viewers. We meet him in the cafeteria where he asks Andy for the maggot: "You gonna eat that?" "Hadn't planned on it" "You mind? Mmm... Nice and ripe." We then notice that the maggot is to feed his pet, a baby rook called Jake. Brookes almost seems at home in prison (3).

Brookes is seen as harmless person by the prison staff because he is so old and doesn't cause trouble. He is also educated so he is made librarian of the prison. He has privileges others don't have – like he gets to be out of his cell and talk to people. He is useful to the prisoners - like when he smuggles the Rock Hammer through into Andy's cell using a book as a decoy. He becomes one of Andy's good friends and starts to get quite excited about the positive changes coming to Shawshank because of Andy (4).

Brooks shows us his craziness when he holds a knife to Heywood's throat because he hopes that the Parole board will see him as this crazy old man and take back the parole and lock him up again (5).

"It's what they've done. I got no choice...It's the only, it's the only way they'd let me stay."(6)

"The man's been in here fifty years Heywood, fifty years. This is all he knows. In here, he's an important man, he's an educated man. Outside he's nothin' — just a used up con with arthritis in both hands (7).

Brooks doesn't have the desire to be free and he is ill-prepared for getting out of Shawshank. (8). Jake is a wild bird who is meant to be free. Just before Brooks departs the prison the next dawn, he releases the full-grown Jake at the library window. He tells the bird that he can no longer look after him, that he is free. Jake has been locked up in the prison with Brooks; but Jake knows how to cope with his freedom and Brooks finds it hard to cope with the freedom.

Brooks is frail and insecure when he is finally released into the outside world. He can see no future for himself (9). In his letter to his friends, he tells them of the outside and how everyone has gone and gotten themselves in a big damn hurry. Even though Brooks is given a second chance when he is let out on parole he can't adjust to his new role in the world so he hangs himself.