

# Exemplar for Internal Achievement Standard English Level 2

This exemplar supports assessment against:

Achievement Standard 91106

Form developed personal responses to independently read texts, supported by evidence.

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. For Excellence, the student needs to form developed, perceptive personal responses to independently read texts, supported by evidence.

This involves demonstrating understandings and expressing viewpoints that are insightful and/or original. This includes responding to links between text and self, and text and world.

This student has independently selected and read the biography *Solo* by Vicki McAuley as one of the six texts required (Explanatory Note 4). The student forms a developed personal response, supported by specific details from *Solo*, by giving a reasoned and clear viewpoint about a person's behaviour, supported with evidence (1).

There is an insightful understanding and viewpoint about the author's purpose, supported with evidence (2) and a clear and relevant link between the viewpoints about Andrew's behaviour and the author's purpose, supported with evidence (3).

For a more secure Excellence, the student could develop the understanding about the tensions between individual fulfilment and social responsibility.

AS 91106 Title: Solo

Author: Vicki McAuley Text type: biography

Never before have I disagreed so strongly with an author's portrayal of a person. Solo, the account of Andrew McAuley's fatal crossing of the Tasman Ocean, didn't make me feel admiration for the main character. In fact, it left me with an almost totally negative impression of him. I disagreed strongly with Vicki McAuley's depiction of her husband as a faultless man. Andrew's decision to cross the Tasman Ocean in a kayak is a controversial one. In this book Vicki McAuley attempted to support Andrew's choice to do so, but in my opinion, she did the opposite. I had trouble figuring out how much was Andrew's own thoughts and what was his wife's interpretation. I saw this straight from the start of the book where she writes from her husband's point of view. Andrew thinks, "Oh God. Moments pass, but not the tears, nor the agony on leaving his wife and child. Oh God, please let me finish in one piece." We've only got her word for it that this is what he was thinking. The book's never-ending descriptions of 'brave', 'fearless', 'amazing' Andrew irritated me. What sort of father puts his ambitions before his parental duties? What kind of man willingly and with full knowledge leaves his wife to pay a mortgage and tend to their son so that he can enjoy an adventure? I'm sure these were not the questions Vicki McAuley was attempting to raise in the book, but they were the ones I was left with at its end. The most infuriating section of the book is that in which the author criticizes Justin Jones and James Castrission's joint effort to cross the Tasman in a kayak of their own. Whereas Andrew's plans to do so were deemed 'valiant', the men's competitive spirit is blamed by the author for contributing to Andrew's 'bad moods' leading up to his attempted crossing. If Andrew was such a wonderful and pioneering man, why couldn't he cope with this? But I do respect the section which deals with Vicki's grief. Her struggle with depression following her husband's death, as well as the emotional turmoil experienced by her son, was tragic and sounded realistic. I could empathize easily with both characters and this part left me with a deeper understanding of grief and resilience in the face of tragedy. The conclusion I came to from reading this book was the opposite of that offered by the author. It also saddened me that someone with every reason to be content should have to strive for such external shows of success in order to feel happy. Why isn't being a good husband and father enough? Why doesn't society applaud such simple but good achievements? The book, even though the author didn't mean it to, made me think about this.

# Grade Boundary: High Merit

2. For Merit, the student needs to form developed, convincing personal responses to independently read texts, supported by evidence.

This involves demonstrating significant understandings and expressing viewpoints that are reasoned, clear and relevant. This includes response to links between text and self, and text and world.

This student has independently selected and read the *New Zealand Listener* article *The Princess Industrial Complex* by Jane Clifton as one of the six texts required (Explanatory Note 4). The student forms a developed personal response, supported by specific details from *The Princess Industrial Complex*, by giving clear and relevant viewpoints about research on the influence of targeted marketing, supported by integrated evidence (1).

The personal response demonstrates significant understandings that begin to show insight (2) and there is clear response to the link between text and self that is relevant to the viewpoints (3).

To reach Excellence, the student could further develop the viewpoint about the difference between the American and New Zealand contexts that are shown by the research.

Title: The Princess Industrial complex

Text: New Zealand Listener (article) 9 August 2011

Author: Jane Clifton

This article about the growth of 'girlie-girl' merchandising and market, focusing on the Disney Princess doll market, really made me think about the differences in attitudes about raising girls in America and New Zealand. Two main sources of information and opinion that Clifton uses are American researcher Peggy Orenstein and New Zealand psychologist Sue Jackson. Orenstein seemed to me to be over the top in her claim that parents and children had no power against the huge industry that has grown around presenting fairy princesses as innocent but helpless role models for girls. She says that the 'US\$4 billion Disney Princess franchise' deliberately targets little girls at a vulnerable age, 'four-year-olds, what are in what is called 'the inflexible stage''. I think that her claim that Disney deliberately exploit this age because it is 'the precise moment that girls need to prove they are girls' and so present them with really 'exaggerated images...to shore up their femininity' is over the top. I know that I had a Barbie Princess doll when I was a pre-schooler, but it wasn't the only type of toy that I had. Yes, pink was my favourite colour when I was little, but I don't think that I was confused or brainwashed. It was just a toy! I'm surprised that Orenstein seemed so hung up about the fights she had with her own daughter about what she calls 'girlie-whirly toys'. Surely a parent who knows so much about this would have some influence or even give her some non-girlie toys and experiences to make up for it? I like how Clifton balances Orenstein's quite extreme view of the total influence of these toys with some research from our own country. I learned that Jackson's findings were far more in line with my own ideas and experiences. She found that in NZ girls had more involvement with family, toy animals and lots of pet cats. Sounds like me!



# Grade Boundary: Low Merit

3. For Merit, the student needs to form developed, convincing personal responses to independently read texts, supported by evidence.

This involves demonstrating significant understandings and expressing viewpoints that are reasoned, clear and relevant. This includes response to links between text and self, and text and world.

This student has independently selected and watched the film 2001: A Space Odyssey by Stanley Kubrick as one of the six texts required (Explanatory Note 4). The student forms a developed personal response, supported by specific details from 2001: A Space Odyssey, by giving a generally reasoned and clear viewpoint of the dangers of technology, supported by integrated evidence (1).

There is a link made between the text and the world that supports the viewpoint about the dangers of technology (2).

For a more secure Merit, the student could more clearly develop the response to the contrast between behaviours of HAL and the other, human characters in the film.

Title: 2001: A Space Odyssey Director: Stanley Kubrick

Text type: Film

I felt very uneasy and discomforted when HAL, the artificial intelligence that runs most of the operations on the Discovery space ship, turned against its own crew. This shows that humans are at a point where they have seemingly lost control of their own creations. Throughout the film, human civilisation is shown to be completely reliant on technology. They have become so reliant on technology that they entrust a computer to look after almost all of their operations on the Discovery. In space, we see that men have to learn to walk awkwardly on Velcro carpeting to move from room to room. They have to drink liquids in stored packages to be able to supplement themselves. The master of Earth is like a baby in space. So when HAL turned on the humans, it made me realise how truly vulnerable we are because of this dependence on machines and technology to do things for us. What discomforted me even more was the fact that when HAL betrayed the crew, he seemed more human than any of the other characters in the film. He expresses feelings of fear, one of the strongest emotions any person can feel. HAL's human-like behaviour is heavily contrasted with the other human characters. For example, when Dr. Floyd video-calls his daughter for her birthday, their conversation seems almost apathetic. The way that HAL is shown to be more human than the crew worries me because it makes me believe that if our love of technological advancement causes us to rely too much on our own tools, our own creations could essentially replace us. This film showed me that we are a very fast-growing civilisation, especially when we look at how much our technology has grown in the past 40 years. In the late 1960's it would have seemed impossible that we could store hundreds of songs, movies and other data on a device no bigger than a book, but today it is typical. But the film also showed me that, like all great things, we will eventually end. It made me question

how long we have until we reach that point, and whether it is our own doing that will cause our end.

# Grade Boundary: High Achieved

4. For Achieved, the student needs to form developed personal responses to independently read texts, supported by evidence.

This involves demonstrating understandings of, engagement with, and/or expressing viewpoints on texts. This includes response to links between text and self, and text and world.

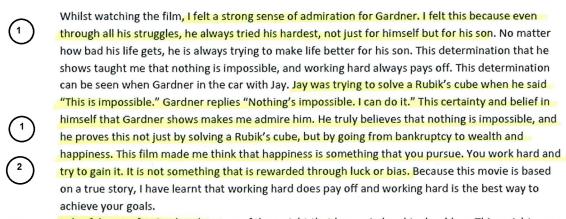
This student has independently selected and watched the film *The Pursuit of Happyness* by Gabriele Muccino as one of the six texts required (Explanatory Note 4). The student forms a developed personal response, supported by specific details from *The Pursuit of Happyness* by showing engagement through a sympathetic viewpoint towards the character's situation and attitude, supported by relevant evidence (1).

The personal response begins to demonstrate significant understandings through the link between text and self (2).

To reach Merit, the student could develop significant understandings of how Gardner's concern for his son's well-being links to his desire to succeed.

Text: The Pursuit of Happyness Author/Director: Garbiele Muccino

Text type: Film



I also felt sorry for Gardner because of the weight that he carried on his shoulders. This weight was his son. He promised his son that everything would be fine and his son trusted his word. Gardner's son, Christopher, did not know what his father was going through, and had not experienced life properly as he is only 5. Christopher thinks that his life is alright while Gardner knows that their life at the moment is very below average. We can see this when they pretend that the x-ray machine is a time machine and they sleep in the toilets of a subway. Here we see Gardner crying. At this point, I feel extremely sorry for Gardner. I learnt that if someone really loves someone, then they will do anything to let them have a happy life. He does everything he can for his son, and for these reasons I admire him, and feel sorry for him for what he goes through.

# Grade Boundary: Low Achieved

5. For Achieved, the student needs to form developed personal responses to independently read texts, supported by evidence.

This involves demonstrating understandings of, engagement with, and/or expressing viewpoints on texts. This includes response to links between text and self, and text and world.

This student has independently selected and watched the film *The Pursuit of Happyness* by Gabriele Muccino as one of the six texts required. The student forms a developed personal response, supported by specific details from *The Pursuit of Happyness*, by demonstrating and developing some engagement through an understanding of Chris Gardner's circumstances, supported by relevant evidence (1).

The response begins to make a link between the real world example of someone who faces challenges, and how most people and Chris's wife respond to such challenges (2).

For a more secure Achieved, the student could develop the idea expressed about how much strength is needed to maintain hope in such a situation (3).

Title: The pursuit of happyness Director: Gabriele Muccino

Text type: film



(1)









At first I felt sorrow for Chris because nothing seemed to be going his way. All Chris Gardner wanted was to be happy. But he loses his car, his wife left him, he had no money, his last bone density scanner broke, and he was trying to raise his son in a soup kitchen. However I came to realize that worrying about your problems is not the answer, and not the way Chris worked. Although Chris has no money and his wife has just left him he chooses to take on the 6 months of unpaid training for a stockbroking internship, knowing that the chances of him being selected are only one in twenty. He manages to barely survive through the use of homeless shelters and his few bone density scanners. He saw each challenge as a task to overcome and didn't stop until he was past it. This changed my opinion of Chris and I came to admire him rather than feel sorry for him. For example we see him teaching himself how to mend the broken scanner and even selling his own blood so that he can buy replacement parts for it. It's hard to imagine how strong you'd have to be to not lose hope and just give up when in these circumstances. This is much like our society; people who seize challenges and achieve their goals are sometimes celebrated because most other people get overwhelmed by all the difficulties that are in their way. In a way, Chris is a bit like Mark Inglis, the double amputee who climbed Mt Everest. Both of them seemed to have so much going against them – no home or money for 6 months for Chris - no legs for Mark! - but they did it. It's amazing because most people are really more like Chris's wife, who doesn't believe it's possible for him to get such a great job.

# Grade Boundary: High Not Achieved 6. For Achieved, the student needs to form developed personal responses to independently read texts, supported by evidence. This involves demonstrating understandings of, engagement with, and/or expressing viewpoints on texts. This includes response to links between text and self, and text and world. This student has independently selected and read the song lyrics for *Dreaming* by Scribe as one of the six texts required. The student forms a personal response that begins to demonstrate an engagement with the text. This is done by listing some reasons for admiring Scribe (1) and making a link between text and self (2). To reach Achieved, the student needs to develop the personal response by expanding on ideas about willpower, determination and sacrifice.

Title: Dreaming

Artist: Scribe

Text Type: song lyrics

This song is about Scribes journey to becoming a successful rap artist. Life had not been easy growing up for Scribe but he does not use that as an excuse for not reaching his potential. Money has always been tight but he does not let that affect him. "Thinking back in the time when we were so poor, remember the kids used to laugh at the clothes we wore." I admire the way he constantly keeps his mind on the light at the end of the tunnel and the immense satisfaction he'll receive when he achieves his dream. I admire the way Scribe doesn't let jealous people bring him down because it's so easy to give up. I admire the willpower and determination Scribe enforces when aiming to achieve his goals. He also had to make tough decisions and make many sacrifices to get where he is now like giving up time with his friends and going out at night and working 9 til 5. I can relate to this as currently I am playing for 3 football teams which require my full commitment. 6 days a week I have trainings or games leaving me with only Fridays for rest. As a result I barely have a social life simply because there is no time. But I sacrifice spending time with my friends to better my game so I can become a professional. On many occasions I have been asked to go out but I have to politely decline due to football commitments.



