



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

## **Exemplar for Internal Achievement Standard English Level 1**

This exemplar supports assessment against:

**Achievement Standard 90053**

**Produce formal writing**

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

New Zealand Qualification Authority

To support internal assessment from 2014

|    |   |
|----|---|
|    | Grade Boundary: Low Excellence  |
| 1. | <p>To meet this standard with Excellence, the student needs to:</p> <ul style="list-style-type: none"> <li>• develop and structure ideas effectively in formal writing</li> <li>• use language features that are appropriate to the audience and purpose, with control, to command attention in formal writing.</li> </ul> <p>The student’s piece about whaling develops and structures ideas effectively. The idea that whaling is wrong, and should stop, is built on and linked in a compelling, generally well-organised way. The student does this by:</p> <ul style="list-style-type: none"> <li>• establishing the main idea by giving details of what whaling looks like, and listing the other ideas that will be developed in the essay (1)</li> <li>• giving details of whale habitat, and using statistics, examples and discussion to build the idea of the effects of the whaling industry (2)</li> <li>• offering viable solutions to using whale parts (3)</li> <li>• giving examples of boats involved in volunteer whale conservation (4)</li> <li>• drawing together the ideas in the conclusion, reinforcing the argument to ban whaling (5).</li> </ul> <p>The student uses a distinctive personal voice which commands attention. A variety of language features are used, such as direct address to the audience, and a variation of tone to support different dimensions, including emotive, factual and argument. Sentence structures are varied. Although there are minor errors with comma use, overall there is sufficient control of text conventions to be accurate.</p> <p>To meet this standard with Excellence more securely, the fourth paragraph requires further development of ideas, connecting the significance of the examples to the argument. For example, what does the sinking of the Ady Gil tell us about volunteers and whaling?</p> |

## Whaling is wrong

① To most, standing on a boat, sun shining on your face, water splashing everywhere and wind blowing through your hair, this would seem like a good day. Unfortunately for this group of people the sea is not blue like normal, but is red instead. Painted red by the Japanese whaling that is destroying the whale population, using unnecessary resources and forcing volunteer groups to take action against it.

② New Zealand's East Coast is a great place to see whales in their native habitat. Some towns, like Kaikoura, even live on the money produced from the tourists coming to see the whales. Whale watching is really popular in NZ. This could be because people know that whaling is reducing their numbers and endangering many species. It is still not known if some species, will recover even after years of protection. Blue whales are less than one percent of their original numbers, despite 40 years of protection. The West Pacific grey whale is the most endangered in the world with just over 100 remaining. Tests: have shown that humpback whales could have numbered 1.5 million prior to whaling. Now their number sits around 20,000. This clearly shows that whales are on the brink of extinction and something needs to be done about it, starting with the destruction of the whaling industry.

③ In our modern 21st century lives we have so much technology on hand to do whatever we want. So why do we need to use whale parts to make things that we could use from other material, that isn't endangered? Whale meat, is used as food, it tastes like beef so why couldn't you just eat beef? Whale blubber is cooked until rendered to oil and then made into various items including perfume, soap, make up, wax and grease. There are plenty of other ways to produce these products that do not waste precious resources. Whale bones are boiled down to make glue or ground up for fertiliser, which again has been made many other ways that don't include whale parts in them. Is it now time to explore other resources to replace the use of whale remains?

④ So, what about those who are doing something to stop Japanese whaling? On January 7th 2010 The Ady Gil, formerly the Earthrace boat, was attacked by a Japanese whaling vessel. It had stopped well out of the path of the Japanese boat. It was quite a surprise when the crew onboard saw them turn in the direction they were in and accelerate. They sounded the alarm but could not evade the Japanese boat, crashing into the Ady Gil and destroying it. The estimated financial loss from the sinking was \$1.5 million. This shows how much volunteer services do to deter the Japanese whaling. Another ship involved is the MV Steve Irwin, named after the crocodile hunter. This ship is involved with the Sea Shepherd Conservation Society. This is a larger ship than the Ady Gil and therefore is slower, but still does a lot to stop whaling ships. What's needed are more willing people to show their objection by signing up as crew on boats such as these.

⑤ So as you can see, Japanese whaling is depleting the whale population, using unnecessary resources and forcing volunteer groups to take action against it. Whaling should be banned because it is wrong to do for any reasons. It is time to enforce a total ban on whaling and save our whales.

|    |  |
|----|--|
|    | Grade Boundary: High Merit   |
| 2. | <p>To meet this standard with Merit, the student needs to:</p> <ul style="list-style-type: none"> <li>• develop and structure ideas convincingly in formal writing</li> <li>• use language features that are appropriate to the audience and purpose, with control, in formal writing.</li> </ul> <p>The student convincingly develops and structures credible and connected ideas about the cruelty of pig farming practices. The student does this by:</p> <ul style="list-style-type: none"> <li>• establishing the topic with statistics about numbers and ages of pigs killed for food (1)</li> <li>• introducing the idea that pig farm conditions are inhumane (2)</li> <li>• giving a description and statistics to build the idea of the cruelty of pigs' living conditions (3)</li> <li>• linking these living conditions to human experience (4)</li> <li>• explaining ways that people could take action to stop such farming practices (5).</li> </ul> <p>The student uses a personal voice that begins to capture attention. The use of emotional language and contrast between the reality of conditions and 'childhood stories' is generally sustained.</p> <p>To meet this standard with Excellence, the ideas need to be developed and structured so that they become perceptive and well-organised. The student could establish the main idea of the argument more effectively (1) by stating it at the start. The student could build a compelling argument by considering other aspects of commercial pig farming, for example, economic and legal.</p> |

## Pig farming

1

One hundred million pigs in the US are slaughtered every year. If one hundred million pigs are killed just in the US each year then imagine how many are slaughtered in the world? Pigs are slaughtered every single day. They are usually slaughtered after 4-7 months. Pigs intended for pork are usually slaughtered 1-2 months younger than pigs for bacon. As a vegetarian I believe that killing pigs is wrong, but there is an even worse injustice happening to pigs and that is the way they are raised before they are slaughtered, this in itself is barbaric.

2

3

I found they spend their lives in cramped metal pens inside filthy, disgusting sheds. They are given almost no room to move and they are deprived of everything that is natural to them. Some pens in New Zealand are only 60cm wide and 2m long and the pigs can't turn around. Their living conditions are horrible; imagine sleeping in your own urine and feces. I found out that pigs don't have the lives you think they do. They don't get to roll in the mud as we imagine they do from childhood stories. There is no freedom or joy for farmed pigs. It is misery from the day they are born to the day they die. They won't ever get to step outdoors or breathe fresh air until the day they are loaded onto trucks bound for their slaughter. No one would like to have this happen to them. Pigs feel pain just like humans do. I don't see how a human could treat an animal in such a horrible way. It is disgusting, revolting and so cruel.

4

5

If you really wanted to help you could help farmed pigs by joining [www.lovepigs.org](http://www.lovepigs.org) to help change the law. You could even take a petition or write a letter to your local MP or the government yourself. We also have the choice to think about what we buy. To choose free range pigs who have had a life free of cruelty, who have been humanely killed, is better than to buy ham, bacon or pork, where the pigs have been farmed in barbaric conditions. If everyone in NZ did this there would be no market for farmed pigs and farmers would be forced to change this practice. As people who buy and eat meat, we should be responsible to read the packaging. If it doesn't say the pigs are free range, then you know the truth!

|    |  |
|----|--|
|    | Grade Boundary: Low Merit  |
| 3. | <p>To meet this standard with Merit, the student needs to:</p> <ul style="list-style-type: none"> <li>• develop and structure ideas convincingly in formal writing</li> <li>• use language features that are appropriate to the audience and purpose, with control, in formal writing.</li> </ul> <p>The student develops some credible ideas convincingly, by:</p> <ul style="list-style-type: none"> <li>• giving reasons why the driving age should not be raised (1)</li> <li>• suggesting teens' brain development as a contributing factor in teen road crashes (2)</li> <li>• exploring both sides of the argument</li> <li>• offering solutions to combat teen inexperience in driving (3).</li> </ul> <p>The student convincingly structures the idea that the driving age should not be raised through a progression of pros, cons, solutions, statistics, examples, opinions and discussion. Language features are generally used with control. They have been selected to link to the audience and intended purpose, and text conventions such as spelling and punctuation are used accurately.</p> <p>To meet this standard with Merit more securely, ideas could be developed and linked more convincingly. The student could link ideas about alternatives to raising the driving age, with the information about teen brain development, for a more compelling, well-organised and persuasive argument. Although a variety of language features have been used, there is some awkwardness of syntax in the first two paragraphs.</p> |

## Driving Age

①

You are a single mum and you have three children. The eldest has just turned 15 and loves playing sport and being social. Having to take three children to different places all the time can be a bit of a hassle, but when you only have two children it makes life a lot easier. Letting the eldest take him or herself around is like taking a load off. The driving age should not be raised from 15.

①

A lot of teenagers are leaving school around 17 and 18 to attend university. How are they meant to get there if they only have their learners? They will need someone who is at least 22 (someone who has had their full for two years) to be in the car with them. Also, teenagers who live in rural areas who have to get into town almost every day for school would be dependant on their parents for longer. Buses would be a main alternative but buses don't go out to isolated places in the country. 17 is just too old to be learning to drive.

②

On the other hand, teenagers do contribute to a majority of crashes on our roads. An article in teenage magazine Tearaway stated that teenagers make up only 7% of drivers but contributed to 14% of crashes in 2006. Dr Robert Isler stated that the frontal lobe of the brain has not fully developed until the age of 25. The frontal lobe controls judgement and self control which is needed when learning to drive.

③

An alternative to raising the driving age from 15 could be to extend the periods of time we have for each stage of our licence. The time period for a learner licence could be extended to twelve months rather than six months. This would mean that the minimum age a person could get their restricted and start driving solo would be sixteen. They would have greater knowledge of driving on busy roads. Also a defensive driving course could be compulsory on a restricted licence. This would help teens to learn about driving safely on the roads with other vehicles.

③

The driving age of 15 is fine where it is but the time periods could be extended and the tests could be made tougher. What we really need to put our attention onto is the quality of driving we allow on our roads.

|    |   |
|----|---|
|    | Grade Boundary: High Achieved   |
| 4. | <p>To meet this standard the student needs to:</p> <ul style="list-style-type: none"> <li>• develop and structure ideas in formal writing</li> <li>• use language features that are appropriate to the audience and purpose in formal writing.</li> </ul> <p>The student develops and structures the idea that homework is a problem for today's learners (1). The introduction states the main idea, and uses details of the time it takes to link to the homework problem (2). The first paragraph develops positives of homework (3). The second and third paragraphs develop negatives of homework (4). These ideas are drawn together, and a solution is offered (5).</p> <p>The student uses language features that are appropriate to the audience and purpose.</p> <p>To meet this standard with Merit, the ideas need to be developed and structured convincingly, so that the persuasive argument is generally credible and connected. The idea of time management problems (2) could be structured in one paragraph. Further development is required in the third paragraph to show a more convincing link between obesity and homework.</p> <p>The student could select vocabulary with more control, to replace phrases such as 'they can't handle', 'just forgetting it', 'languages which we do not use outside', 'may cause students to'.</p> |



## Homework's out of control!

1

The biggest damage in children's learning is done by homework! Homework is sometimes to look over what work has been done during the day or to prepare for future tests and subjects but it is being over used with students. While teachers might only give thirty minutes of homework a day, students have five teachers a day. This means five lots of thirty minute homework which means a lot of time after school. With after school jobs and sports this is too much time for children and they can't handle the amount of homework that they are being given.

2

Home work has been around since the start of school and while most children would argue it is an evil invention to bring pure misery to them, it actually has some valuable bonuses that can help students to get better in their schooling. It helps us remember what we learnt during the day instead of just forgetting it. For other languages such as languages which we do not use outside of the class it can help us practice that as well.

3

2

But there is a downside because homework gets in the way of students after school time. It takes time from the sports and other activities that children participate in. Scientists have linked homework to obesity because students spend too much time doing homework until it is too late to go outside. They miss out on physical activity which is important in a child's development.

4

4

Homework is also known to cause frustration and tiredness, which can lead to psychological problems in later life. In a television news report about primary students, it said that homework may cause students to stay up late to complete it, which makes them tired. This can make them too sleepy to pay attention the next day when they have to attend school the main learning part of there life. This means that they are not learning due to too much homework.

5

Schools can stop these problems by making sure that teachers discuss homework with each other to make sure they do not overload students too much. Teachers can also make homework not compulsory which will get rid of the stress that comes with it. Homework is a great thing. It helps us learn but it needs to be regulated and to be worked with the student so it does not get in the way of the students other commitments.

|    |  |
|----|--|
|    | Grade Boundary: Low Achieved   |
| 5. | <p>To meet this standard, the student needs to:</p> <ul style="list-style-type: none"> <li>• develop and structure ideas in formal writing</li> <li>• use language features that are appropriate to the audience and purpose in formal writing.</li> </ul> <p>The student develops and structures the idea that success in sport is not all about winning (1). Ideas are built on and structured sequentially, through examples of Olympic athletes (2) and high jump coaching (3), and quotations (4), so that they are working towards a planned whole. The conclusion generally draws together ideas and reinforces the argument.</p> <p>The student generally uses language features that are appropriate to the intended purpose and audience.</p> <p>To meet this standard more securely, the student could develop the idea expressed in the fourth paragraph that athletes find it difficult to "see success in terms of achieving their own goals", and link it to the main idea.</p> |

**Success in sports is all about winning**

① The statement that in sports success is all about winning is a false accusation. It is along the same lines as 'winning brings you happiness', but it too is also a false accusation. The fact that you have come first is not all about your winnings, but about your own personal goals.

② If you are in a running race and you come third place out of eight runners, then you will not come first but that does not mean that you are not noticed. For example in the Olympics the third place runners are still credited for and are also given a medal for their success. If you get a placing that is not enough to get on the podium at the Olympics games, the athletes will still realize that they have had a great success to themselves as they have just competed with the world's top athletes that have possibly ever lived.

③ Again with the example of athletes, if they are a high jumper the coach will help them plan a goal, whether it is a long distance or short distance goal it does not really matter, but completing that goal does. If the jumper does not win the competition but reaches their goal and in fact passes it then they will have had a success right there and then.

④ "Athletes must see success in terms of achieving their own goals rather than surpassing the performance of others" says Reiner Martens, PhD for Human Kinetics. This is a statement that is true, but this is also one thing that is easy to state but very difficult to achieve.

① In conclusion the statement that success in sports is all about winning was wrong in past, is still wrong in the present and will still be wrong in the future. It is a great feeling to win but it is a greater feeling knowing that you have accomplished something far greater. As quoted by Albert Schweitzer "Success is not the key to happiness. Happiness is the key to success. If you love what you are doing, you will be successful."  
④

|    |   |
|----|---|
|    | Grade Boundary: High Not Achieved   |
| 6. | <p>To meet this standard, the student needs to</p> <ul style="list-style-type: none"> <li>• develop and structure ideas in formal writing</li> <li>• use language features that are appropriate to the audience and purpose in formal writing.</li> </ul> <p>The student expresses the idea that bullying is not an issue in all New Zealand schools (1). Examples of bullying in schools are given (2), along with some details about technology use in bullying (3). The student begins to structure this idea by stating it in the introduction, expressing details or examples in body paragraphs, and repeating it in the conclusion.</p> <p>To meet this standard, the student needs to develop and structure ideas so that they are working towards a coherent whole. Details and examples need to link and build on the main idea. For example:</p> <ul style="list-style-type: none"> <li>• how does the paragraph about the growth of bullying and higher levels of violence support the main idea that it is not a big issue in schools?</li> <li>• how does the paragraph about new technology that plays a main part in bullying support the conclusion that it is not an issue in schools?</li> </ul> <p>The student also needs to use written text conventions without intrusive error patterns. Further reworking is required to correct the errors of spelling, punctuation and grammar (3).</p> |

①

Bullying

I think bullying is not an issue in all New Zealand schools. Our school is relatively safe, some schools however have an increase bullying issues and technology and the media have a strong influence on bullying.

②

Our school is relatively safe because of it being a small country school. After talking to a couple of teachers I found out that our school has only had a couple of fights and some verbal bullying, but it has not gotten any more serious than that. One reason why the bullying incidents have not gotten more serious is because of the school being so small everyone knows each other. Who wants to pick on their friend?

②

In contrast to our small school there are some larger more dangerous schools in New Zealand. Which have an increasing number of bullying issues. This shows us that bullying is growing and reaching dangerous levels. Sooner or later this is going to get really bad someone could get seriously injured or killed. We watched a documentary in from 20/20 that showed two teenagers in a large North island School who were savagely beaten. There was a lot of discussion about the influence of the gansta culture and how it has resulted in a higher level of violence in teenage bullying.

③

Recently the way people go about bully has changed because of the new technology and media. This pay's a big part of the influences on bullying. We see this by the internet sire, like Bebo, Myspace and many more. People use these site's to bully people by writing so that mean they don't have to say it face to face. Another way we this is by txting, this plays a main part in bullying. The consequences of txt bullying is the same as over the internet so you can heart people feeling with out talking to them face to face.

①

I Think it is not an issue in schools because most of the bullying is only writing. It is not face to face. So in my perspective it doesn't really mean anything. I found out that bullying is not a big issue in schools around New Zealand.