To be completed by candidate

Name:

NSN **School Code**

SUPERVISOR'S USE ONLY

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

32405 TERM 2

Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Literacy 2024

32405 Write texts to communicate ideas and information

Credits: Five

WEEK TWO | 27–31 MAY 2024

OUTCOMES	
1	Write meaningful texts for different purposes and audiences.
2	Use written language conventions to support communication.

Enter your National Student Number (NSN) and School Code into the space above.

You should attempt ALL the questions in this booklet.

If you need more room for any answer, use the extra space provided at the back of this booklet.

Check that this booklet has pages 2–15 in the correct order and that none of these pages is blank.

Do not write in the margins (). This area will be cut off when the booklet is marked.

YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.

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QUESTION ONE

Write between 150 and 250 words.

Think about a school or community event or activity.

This could be a cultural event, school camp, school production, school trip, sports trip, community fundraiser, or community music event.

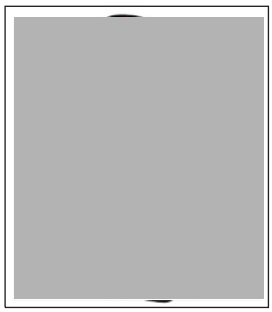
Write an email of thanks or appreciation to someone who organised or helped out with the community event or activity.

In your answer, you should:

- introduce yourself
- describe what you liked about the event / activity
- explain why the event / activity was valuable / important for your community.

You will be marked on:

- length: writing a minimum of 150 words
- ideas: providing information and details that are appropriate for your audience and purpose
- structure: organising your ideas clearly and appropriately, with a clear beginning, middle, and ending
- language choices: choosing words and sentences that are appropriate for your audience and purpose
- accuracy: using correct spelling, punctuation, and grammar.



Camping equipment.

Musical performance.

Sports day banner.

Sources (images): Camping equipment, www.clipart-library.com/img1/60092.jpg;
musical performance, stock.adobe.com/470522198; sports day banner, www.clipart-library.com/img1/1007643.jpg

PLANNING **(Writing in this box will not be marked.)**

Begin your answer here:

QUESTION TWO

Write between 250 and 350 words.

Write an article for a school or community website on ONE of the following topics.

***EITHER* Topic A:**
Internet access should be free for everyone. Do you agree? Disagree? Perhaps you can think of ideas for both sides?

Some possible ideas you could use include:

- ➕ Equity/fairness
- ➕ Learning and opportunities
- ➖ Too costly to provide
- ➖ Too much screen time

***OR* Topic B:**
Everyone should help with household chores. This could include doing the dishes, looking after animals, mowing lawns, cleaning, or tidying. Do you agree? Disagree? Perhaps you can think of ideas for both sides?

Some possible ideas you could use include:

- ➕ Preparation for living with others
- ➕ Taking responsibility for day-to-day living
- ➖ Too busy
- ➖ Too boring

You will be marked on:

- length: writing a minimum of 250 words
- ideas: providing information and details that are appropriate for your audience and purpose
- structure: organising your ideas clearly and appropriately, with a clear beginning, middle, and ending
- language choices: choosing words and sentences that are appropriate for your audience and purpose
- accuracy: using correct spelling, punctuation, and grammar.

Students working on their laptops.

Cleaning supplies..

Sources (images): Students on laptops, stock.adobe.com/254378871; cleaning supplies, stock.adobe.com/371509456

PLANNING **(Writing in this box will not be marked.)**

Begin your answer here:

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The assessment continues on the following page.

QUESTION THREE

Select (✔ or ◯) the correct answer to all parts of the question.

(a) Circle (◯) the correct option in each shaded box to complete this sentence:

It is important to know who's | whose going to be reading your writing. Think about the audience who's | whose needs and interests you aim to address.

(b) Circle (◯) the correct option in each shaded box to complete this sentence:

Read through your | you're writing carefully to make sure your | you're using the correct forms of words.

(c) Choose (✔) the correct option:

- ☐ You might think. You have finished. But you should always read what you have written. So that you can add in anything you have missed out.
- ☐ You might think you have finished. But you should always read what you have written. So that you can add in anything you have missed out.
- ☐ You might think you have finished but you should always read what you have written. So that you can add in anything you have missed out.
- ☐ You might think you have finished, but you should always read what you have written so that you can add in anything you have missed out.

(d) Choose (✔) the correct option to complete this sentence:

Double-check you have _____ the correct option when using the spellchecker.

- ☐ choice
- ☐ choose
- ☐ chose
- ☐ chosen

(e) Choose (✔) the correct option to follow this statement:

Before you finish check these two things:

- [ ] Have you answered all parts of the question have you proofread your writing to check for errors.
- [ ] Have you answered all parts of the question? Have you proofread your writing to check for errors?
- [ ] Have you answered all parts of the question. Have you proofread your writing to check for errors?
- [ ] Have you answered all parts of the question, have you proofread your writing to check for errors.

(f) Circle (◯) the correct option in each shaded box to complete this sentence:

Checking that you haven't used the same word alot | a lot of times is a part | apart of revision.

(g) Choose (✔) the correct option to complete this sentence:

It is important to revise your writing _____ you can find and fix any mistakes you have made.

- [ ] because
- [ ] although
- [ ] and
- [ ] for

(h) Choose (✔) the correct option:

- [ ] It's easy to miss out words, tracking the text with your finger can help identify missing words. Although reading the words aloud in your head can also be useful.
- [ ] It's easy to miss out words, tracking the text with your finger can help identify missing words, although reading the words aloud in your head, can also be useful.
- [ ] It's easy to miss out words. Tracking the text with your finger can help identify missing words, although reading the words aloud in your head can also be useful.
- [ ] It's easy to miss out words. Tracking the text with your finger can help identify missing words although, reading the words aloud in your head, can also be useful.

Extra space if required.
Write the question number(s) if applicable.

QUESTION NUMBER

Extra space if required.
Write the question number(s) if applicable.

QUESTION NUMBER

32405