

No part of the candidate's evidence in this exemplar material may be presented in an external assessment for the purpose of gaining an NZQA qualification or award.



Literacy 2024

**32405 Write texts to communicate
ideas and information**

EXEMPLAR

Exemplar One

Subject: Literacy Writing

Standard: 32405

The standard requires that candidates provide sufficient evidence to meet each of the performance criteria, as indicated in Outcomes 1 and 2.

Each of the two writing assessments required candidates to complete three tasks – two pieces of writing and a number of short-answer questions.

Candidates were required to complete all three tasks. All three tasks provided evidence that contributed to the final assessment decision.

The following are examples of candidate writing for Task one and Task two.

All written responses were marked according to the assessment schedule.

Marker commentary has been provided for each candidate response.

Task	<p>Candidates were asked to write an email of thanks or appreciation to someone who had organised or helped out with a community event or activity.</p> <p>Candidates were asked to write between 150 and 250 words.</p>
Candidate response	<p>Dear Princible / Camp organiser</p> <p>My name is [Student Z]. I am emailing today because I couldn't find the words to use in person that would possibly thank you enough for how amazing this years school camp was.</p> <p>Im certain everyone including me wished that this experiance of a life time never ended. Our time at camp felt like it went as fast as our soaring arrows flying towards the big red target. Although it was freezing cold, natures very own lazy river was my personal favourite activity. I dont even understand how floating down a ice cold river in a old tyre could be so appealing.</p> <p>I am most proud of myself for jumping into the deep, dark water hole. My crippling fear of heights was holding me back from jumping off that freakishly high rock. But I did it and I could not be prouder of myself and I have you to thank for it. So thanks again for giving me and all of my classmates a memory that will be treasured forever.</p> <p>From, [Student Z]</p>

Outcomes and performance criteria	Marker commentary
1.1	<p>Strong evidence: Ideas were relevant and appropriate for the purpose and audience. Ideas were elaborated with specific details, examples and reasons that worked together to build reader understanding.</p> <ul style="list-style-type: none"> • The response demonstrated a clear understanding of the audience (the camp organiser) and the purpose (letter of thanks). • The writer introduced themselves and the reason for the email in the first sentence.

	<ul style="list-style-type: none"> • The event was identified (school camp) and a number of relevant ideas were developed. (E.g., floating down river, jumping into the dark hole.) • The personal details (e.g., “could not be prouder of myself”, “my personal favourite”) were credible and appropriate to the task (showing appreciation for the organiser). • The conclusion (“a memory that will be treasured forever”) neatly encapsulated the details that were in the previous paragraphs.
1.2	<p>Strong evidence: Text structures clearly supported the communication of ideas to the reader.</p> <ul style="list-style-type: none"> • The email was well organised and appropriately structured. • The ideas were ordered logically (cohesive and coherent). • The paragraphs built on each other, which created a unified, logical progression of ideas by moving from general (“everyone”, “our”) to self (“I am”). • There was an appropriate introduction (name, reason for email), body (experiences, both general and personal), and conclusion (long term memories). • The repetition in the concluding paragraph (“So thanks again...”) appropriately linked the ideas that were in the previous paragraphs, providing overall coherence.
1.3	<p>Sufficient evidence: Language choices, such as vocabulary, register, tone, and sentence composition, were appropriate for the purpose and audience. There was some variety and interest for the reader.</p> <ul style="list-style-type: none"> • An appropriately respectful yet authentic personal voice was used in the email (e.g., “I couldn’t find the words...thank you enough”, “I am most proud”, “you to thank for it”). • There was an appropriate range of identifying personal pronouns (e.g., “I don’t...”, “our time ...”, “thank you ...”). • Deliberately selected vocabulary was used for effect and reader interest (e.g., “soaring arrows”, “freakishly”, “treasured”). • There was a range of sentence types (e.g., simple, compound, complex), different sentence lengths, and a variety of sentence beginnings and endings. • Further editing (e.g. of sentence structures) could have helped to provide evidence of language features that ‘worked effectively together’ (as required for ‘strong evidence’).
1.4	<p>Sufficient evidence: Text conventions (grammar, punctuation, spelling) were used with sufficient accuracy to communicate ideas clearly.</p> <ul style="list-style-type: none"> • Ideas were generally communicated clearly. • Sentences were clearly indicated, with the appropriate use of full stops and capital letters. • Grammatical constructions were used appropriately (e.g., tense change: “my name is”, “although it was”, “I am most proud”, “that will be”). • Most spelling was accurate, including some more difficult words. • Further proofreading to correct the occasional error (e.g., the use of articles) would be required for the response to be marked as accurate and controlled (as required for strong evidence).

Exemplar Two

Subject: Literacy Writing

Standard: 32405

Task	<p>Candidates were asked to write a description of one place or experience that they thought new community members would enjoy.</p> <p>Candidates were asked to write between 150 and 250 words.</p>
Candidate response	<p>Last year my family and I were planning to spend our long holiday in Fiji. We packed our stuffs and went to the airport before 2pm. When the plane is arrived we got on and made our way to Fiji.</p> <p>When we arrived there there alot of traditional food that are my favourites such as breadfruit, coconut, bananas and so on.</p> <p>After that the bus arrived and we headed straight to suva city. when we arrived there at suva we can see alot of people walking around the city or the town with their families. After taking a bus we went and looking for our taxi to drive us home. When we found our taxi we went straight to our home that were my grandpa lived in. When we got there my grandpa waved at me with warm smiling on his face, I went and hugged him with my parents. He prepared alot of foods for us so we started eating and talking about his country fiji.</p> <p>Finally i really enjoyed my staying in fiji and i cant wait to meet him again</p>

Outcomes and performance criteria	Marker commentary
1.1	<p>Weak Evidence: The ideas showed some relevance and appropriateness for the purpose and audience. Ideas were simple and straightforward with little development.</p> <ul style="list-style-type: none"> • The response provided some limited ‘description of a place’ (Fiji... city...Suva), as required. • The details (e.g., about Fijian food) were straightforward, with limited development or elaboration. Other details (e.g., personal family details) needed to be more clearly linked to the requirements of the task. • The response did not meet the second part of the task: ‘to write about a place that they thought new community members would enjoy’. For example, although the response provided reasons for the candidate’s own enjoyment, there was insufficient evidence of why going to Fiji would be recommended for ‘new community members’. • Because the response did not show a complete understanding of the task, it did not meet the requirement for ‘sufficient evidence’ for 1.1.
1.2	<p>Sufficient evidence: Text structures supported reader understanding of the ideas through logical sequencing, linking, and paragraphing.</p>

	<ul style="list-style-type: none"> • The candidate presented sufficient evidence of an organised and coherent written text: Weak evidence of ‘relevant ideas’ (as required by the task) was accounted for in 1.1 (Content). • An appropriate chronological narrative structure was used to recount the candidate’s journey. Ideas were organised into sections: a clear beginning, middle, and end. • Paragraphing was used appropriately. For example, paragraph one introduced the family and the trip; paragraph two described the arrival (the food on display); paragraph three described the bus trip through the city to the grandfather; paragraph four acted as a summary / conclusion. • Appropriate linking devices were used to indicate the passing of time and the movement from place to place (e.g., “last year”, “when the plane arrived”, “After that”, “Finally”).
1.3	<p>Sufficient evidence: Language choices, such as vocabulary, register, tone, and sentence composition, were appropriate for the purpose and audience. There was some variety and interest for the reader.</p> <ul style="list-style-type: none"> • Sufficient evidence of appropriate language choices for the selected text type (recount). • An appropriate register and tone were used for a general audience. • The use of a personal voice (“we”, “my family and I”) was appropriate in this context (a personal recount). • Vocabulary was straightforward and mostly appropriate. There were a few imprecise words (“we packed our stuffs”, “went”, ‘got”). • The vocabulary became more specific at the high point of the response – meeting the grandfather (“waving”, “warm smiling”, “hugged”). • Sentence types were mainly simple, with the occasional compound sentence. • There was some sentence variety (length, beginnings, and endings), although there was frequent repetition of sentence starters (e.g., “When”, “After”). • Errors in tenses, word forms, punctuation, etc. were taken into account in 1.4 (Accuracy).
1.4	<p>Weak Evidence: Technical errors (grammar, punctuation, spelling) interfered with the meaning.</p> <ul style="list-style-type: none"> • There was a noticeable pattern of tense confusion. For example, “When the plane is arrived”, “when we arrived... we can see”. • Incorrect word forms were used at times (e.g., “we went and looking”, “that were my grandpa lived”). • Appropriate punctuation (full stops, capital letters) was missing at times. • Careful proofreading may have eliminated some of these errors.

Exemplar Three

Subject: Literacy Writing

Standard: 32405

Task	<p>Candidates were asked to write an article for a school or community website.</p> <p>Candidates were asked to write between 250 and 350 words.</p> <p>This candidate selected the option 'What are the benefits of learning more than one language?'</p>
Candidate response	<p>The benefit of learning more than one language.</p> <p>From the pass till present, language is always the most convenient tool to communicate with each other. We talk, we write, we listen. Language had already diffuse into our life and become inseparable. I believe that learning more than one language will benefit us in different aspect and reduce language barrier.</p> <p>First, we can understand more about people that come from other countries and their cultures. When we learn their language, we can find it more easily to understand their original culture from their own words. Also during learning, we can know the different meaning of those words and the history behind, increase our knowledge towards that culture. Moreover, without language barrier, we can talk to them fluently and know what they said directly, which is more convenient and comfortable. you may become more acceptable to them when you go to their country.</p> <p>Second, learning more than one language is helpful for travel and tourism. Have you experience a circumstance that you travelled to a country and you lost your way, you want to find someone for help but they don't know what you are saying? It is common to happen, right? I believe most of you who have been travelled overseas have experienced that before. Therefore, not only for chatting, learning other language is also useful for seeking help when you have difficulties</p> <p>Finally, it is useful to know more than one language for future career. When you need to communicate with your partner or your customers, it will be more faster and direct without using a translator, preventing the inaccuracy of the words translated and affect the understanding during conversation. learning more than one language is also a benefit for you to apply for jobs, some company that have overseas business may need to have a person to translate. Therefore you have more chance compare to others that only fluent in their first language.</p> <p>In conclusion, learning more than one language is benefit for understanding different cultures and communicating with foreigner, helpful for travel and tourism, also for future careers.</p>

Outcomes and performance criteria	Marker commentary
1.1	<p>Strong evidence: Ideas and information were elaborated with specific details, examples, and reasons that worked together to build reader understanding.</p> <ul style="list-style-type: none"> • There was a clear understanding of the task (purpose and audience). • The ideas were successfully developed with logical reasoning. Specific details and examples supported the ideas. • The response began by introducing the importance of language as communication – the idea that language was “inseparable” from life – and the benefits of learning another language. • The first point developed the idea that learning another language helped you understand more about the people who speak it – how “the different meaning of those words and the history behind, increase our knowledge towards that culture”. Consequently, “without language barrier...you become more acceptable to them when you go to their country”. • The second point was that learning another language would be useful for “travel and tourism” – not only for “chatting”, but also if you “have lost your way”, or “when you have difficulties”. • The third point developed the usefulness of another language for “future career” – more accurate communication, better employment chances compared to “others that are only fluent in their first language”. • The conclusion summarised the previous points.
1.2	<p>Strong evidence: Text structures clearly supported the communication of ideas and information to the reader (overall coherence and cohesion).</p> <ul style="list-style-type: none"> • The response was carefully planned, organised, and structured. • There was an effective introduction, which set out the writer’s perspective on the topic. The rest of the article supported and clarified the initial ideas (overall coherence). • The response used paragraphs appropriately. The three ‘body’ paragraphs were each introduced with a relevant topic sentence and developed with relevant arguments. • The ideas (body paragraphs) were logically developed, sequenced, and signposted (“First...”, “Second...”, “Finally...”). • Linking was used within the paragraphs to help reader understanding. Words like “when” and “we” exemplified statements; “moreover”, “also”, and “therefore” provided additional information. • The final paragraph (“In conclusion”) summarised the main points of the article.
1.3	<p>Sufficient evidence: Language choices, such as vocabulary, register, tone, and sentence composition, were appropriate for the purpose and audience. There was some variety and interest for the reader.</p> <ul style="list-style-type: none"> • There was sufficient control of language for the purpose and audience (article for school or community website). • An appropriately formal register and a polite, respectful tone were used. • Use of first-person pronouns effectively engaged the reader (“We talk, we write, we listen”, “benefit us”, “we can understand”). • Use of second person pronouns spoke directly to the reader (“When you need to communicate...”, “you have more chance...”).

	<ul style="list-style-type: none"> • A series of rhetorical questions in the second body paragraph included the reader as if in a conversation (“Have you...?”, “don’t know what you are saying?”, “have to happen, right”). • There was a variety of sentence lengths, types, beginnings and endings – which provided variety and interest for the reader. • Although vocabulary was generally appropriate, there were some word choices and phrases which were less precise. These detracted from the overall effectiveness of the response. • Errors in word forms and punctuation were taken into account in 1.4 (Accuracy)
<p>1.4</p>	<p>Weak Evidence: Technical errors (grammar, punctuation, spelling) interfered with meaning and reader understanding.</p> <ul style="list-style-type: none"> • There was a noticeable pattern of errors in the response, which required work from the reader. • There were grammar errors, such as word forms (“have you experience”, “find it more easily to understand”), singular-plural issues (“different aspect”, “some company that have”); missing articles (“without language barrier”). • There were punctuation issues, such as missing full stops and capital letters (sentences).

Exemplar Four

Subject: Literacy Writing

Standard: 32405

Task	<p>Candidates were asked to write an article for a school or community website.</p> <p>Candidates were asked to write between 250 and 350 words.</p> <p>This candidate selected the option 'What are the qualities of a good leader?'</p>
Candidate response	<p>What makes a good leader is someone who is caring and willing to listen to people around them. Another thing that makes a good leader is someone that is always reliable, also on time. Wants to help when they can and even when they can't they will still be helpful and will always do their best to help you. Leaders often are knowledgeable on quite a lot of things and are always happy to chat with you. Leaders at school want to build a better community. Leaders of today build leaders of tomorrow. Leaders are always there when you need them. Someone who will always build you up and make you feel better when you are sad. Someone who will show leadership by getting everyone involved. Most leaders want to make a change for good. A leader won't say I because all good leaders know that we all together make the change. And a good leader would listen to everyone's advice. They would want you to become a leader in your own way too. Leadership is shown through everything you do. Also it can be about the way you act. It takes someone to be kind to everyone and always to be a true leader. A good leader also has to help people learn. A leader should always be equal when giving out jobs. A great leader gives credit when credit is due. A leader helps us by showing us the way. A leader won't show off. A great leader empowers everyone around them.</p>

Outcomes and performance criteria	Marker commentary
1.1	<p>Sufficient evidence: Ideas and information were relevant and appropriate for the purpose and audience. Ideas showed evidence of development / elaboration.</p> <ul style="list-style-type: none"> • The response addressed the issue in the first sentence ("what makes a good leader"). • A range of relevant and appropriate ideas were provided as an 'answer' to the question. • Some ideas were developed with supporting examples or detail. For example, "Leaders at school want to build a better community" was supported with "Leaders of today build leaders of tomorrow". • Some ideas were supported, although the support was not always adjacent to the idea. For example, "Someone who will show leadership by getting everyone involved" was supported by later statements such as "A leader won't say I because all good leaders know that we all together make the change". • Some ideas were stated and repeated in various forms, e.g., "willing to listen to people around them", "would listen to everyone's advice".

	<ul style="list-style-type: none"> The ideas, although at times jumbled (accounted for in 1.2, Structure) all helped to build a picture of “a good leader”.
1.2	<p>Weak Evidence: Text structures were evident but were used inconsistently. The response lacked coherence.</p> <ul style="list-style-type: none"> The response was introduced with the first idea (“caring and willing to listen”). A more general, clearer initial statement would have assisted reader understanding. There was limited evidence of planning or an organisational structure to the response. The many ideas could have been grouped together, to achieve some coherence. The occasional linking advice indicated some awareness of sequencing. For example, “Another thing...”, “And a good leader would...”, “Also it can be...”. The ideas read as if in a list. The order often appeared to be random. For example, some ideas were repeated, or reworded later in the response, or returned to after a few sentences.
1.3	<p>Weak Evidence: Language choices, such as vocabulary, register, tone and sentence composition, were sometimes appropriate for purpose and audience but lacked variety and interest.</p> <ul style="list-style-type: none"> Both the register and the tone were consistently appropriate (rather than ‘inappropriate’). Sentences lacked variety due to the repetition of sentence type (simple sentences) and the similarity of sentence length (short). Sentences generally began in a similar way, e.g., “Leaders are...”, “A leader is...”. This listing of ideas provided limited interest for the reader. There was some pronoun confusion. For example, ‘you’ sometimes referred to the reader, the leader, or a member of the group: “They would want you...”, “leadership is shown through everything you do”. Although there was the occasional example of a carefully selected word, e.g., “empowers”, most vocabulary was straightforward and repetitive, with little evidence of considered selection.
1.4	<p>Sufficient evidence: Text conventions (grammar, punctuation, spelling) were used with sufficient accuracy to communicate ideas and information clearly.</p> <ul style="list-style-type: none"> Text conventions were generally used accurately. Sentences were generally constructed correctly (the lack of sentence variety is accounted for in 1.3). There were minimal punctuation, grammar, or spelling errors. For example, full stops and capital letters were used correctly, tenses and word forms were generally appropriate. There was no discernible pattern of errors. The occasional awkward construction did not interfere with reader understanding.