

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 2025**

**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.

<b>Task</b>	<p>Candidates were asked to write an email to an overseas student about an activity or job they do at home.</p> <p>Candidates were asked to write between 150 and 250 words.</p>
<b>Candidate response</b>	<p>From: [Student]</p> <p>To: Overseas Student</p> <p>Subject: An activity / Job i do at home</p> <p>Dear [Overseas Student]</p> <p>Hello! i hope this correspondence finds you well!.</p> <p>I am writing to you to tell you about certain jobs and activities i do at home. Although partaking in such trivial activities may seem unimportant or unnecessary i believe that most of these play an important part in my families dynamic.</p> <p>For starters, a very common activity or a job that i personally enjoy is simply making my bed in the morning. why? because although it is a small matter it helps me feel fresh and relaxed in the morning. Another example is vacuuming my house, if you have a HUGE family like mine you will understand the difficulties of having a clean floor ESPECIALLY if you have young ones. A few more examples are doing your laundry, cooking dinner, washing the dishes and keeping the counters clean, wiping the walls, cutting the grass, washing our cars and etc. so you can see that it's a pretty chaotic environment in my household,</p> <p>Despite these i believe that doing these and taking turns with my siblings is important as it helps me and my family stay in close relationships, even if we sometimes argue over who's doing what when we don't want to do a specific task. But its not just about keeping things clean, doing these trivial jobs at home, it helps our family keep in order and avoid any family drama.</p> <p>But i dearly appreciate you taking time out of your day to read this. I hope you have an amazing rest of your day!.</p> <p>sincerely: [Student]</p>

Outcomes and performance criteria	Marker commentary
1.1	<p><b>Sufficient evidence:</b> Ideas were relevant and appropriate for the purpose and audience. Ideas showed evidence of development / elaboration.</p> <ul style="list-style-type: none"> <li>• Relevant ideas were established at the start.</li> <li>• The main idea was developed through explanation, e.g. the effect of doing household chores on the family dynamic.</li> <li>• The third paragraph developed the idea of why the activities were important to the family.</li> </ul>
1.2	<p><b>Sufficient evidence:</b> Text structures supported reader understanding of the ideas through logical sequencing, linking, and paragraphing.</p> <ul style="list-style-type: none"> <li>• The candidate presented sufficient evidence of an organised and coherent written text.</li> <li>• Paragraphing was used appropriately, with a main idea in each body paragraph.</li> <li>• Although there was a reliance on listing, e.g. “an example is”, “another example is”, there was straightforward linking of ideas.</li> </ul>
1.3	<p><b>Sufficient evidence:</b> 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"> <li>• There was a range of sentence types, different sentence lengths, and a variety of sentence beginnings and endings.</li> <li>• Register and tone were used appropriately for an email, e.g. “I am writing to tell you”, “i dearly appreciate you taking time”.</li> <li>• Language choices were appropriate, with some variety and interest, e.g. “my families dynamic”, “pretty chaotic environment”.</li> <li>• Further consideration of vocabulary choices and tone, e.g. “Although partaking in such trivial activities” would have helped to provide evidence of language features that ‘worked effectively together’ (as required for ‘strong evidence’).</li> </ul>
1.4	<p><b>Sufficient evidence:</b> Text conventions (grammar, punctuation, spelling) were used with sufficient accuracy to communicate ideas clearly.</p> <ul style="list-style-type: none"> <li>• Some capitalisation errors, e.g. lower-case ‘i’ throughout. This was a single repeated error that does not interfere with reader understanding.</li> <li>• Ideas were generally communicated clearly.</li> <li>• Most spelling was accurate, including some more difficult words.</li> <li>• Further proofreading to correct the occasional error (e.g. comma instead of full stop) would be required for the response to be marked as accurate and controlled (as required for ‘strong evidence’).</li> </ul>

## Exemplar Two

**Subject:** Literacy Writing

**Standard:** 32405

<b>Task</b>	<p>Candidates were asked to write an article for a community website.</p> <p>Candidates were asked to write between 250 and 350 words.</p> <p>This candidate selected the option “food brings people together”.</p>
<b>Candidate response</b>	<p>I will be discussing how food can bring people together. I will also be talking about the advantages and disadvantages of eating with other people.</p> <p>The advantages of eating with other people. One advantage of eating food with other people is the connections that comes from seeing someone and eating out together. Going out and having a meal with someone shows that you want to be around them because food is something you need to live and prosper. This shows they like being around you enough to share what helps them survive. This is the reason why people who go on dates will most of the time take the other person out to dinner or to get food. Another reason why eating with others is a good thing is that it could be a part of their culture. When people share their culture through anything like food, it shows they want the other person to understand and be a part of their culture. Sharing culture is a big deal if the culture in question is a culture you are born into, not joined.</p> <p>The disadvantages of eating with other people. One disadvantage of eating food with other people is allergies. Being allergic to certain foods can make it hard to eat with others because you might have to cook a completely different meal if the food contains something you are allergic to, like lactose in most cheeses. Food preferences could also cause you to not eat food, like the consistency of mushrooms, and you will have to make something else to eat.</p> <p>In conclusion, I agree that food does bring people together. Being inclusive to others with food-related allergies and people with preferences for certain foods is also really important and can mean a lot to someone if they do have allergies or a preference.</p>

Outcomes and performance criteria	Marker commentary
1.1	<p><b>Strong evidence:</b> Ideas were relevant and appropriate for the purpose and audience. 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"> <li>• The response demonstrated a clear understanding of the audience (community website) and purpose (an article about food bringing people together).</li> <li>• Three relevant ideas were developed with several points made about each, e.g. connections that came from eating with other people, sharing culture through food, allergies making it more difficult to eat with others.</li> <li>• Specific details were clear and supported the ideas, e.g. “lactose in most cheeses”.</li> </ul>
1.2	<p><b>Strong evidence:</b> Text structures clearly supported the communication of ideas to the reader.</p> <ul style="list-style-type: none"> <li>• The article was well-organised and appropriately structured.</li> <li>• The conclusion neatly summarised the main ideas.</li> <li>• Each paragraph focussed on one main idea, which was developed in a logical progression.</li> </ul>
1.3	<p><b>Strong evidence:</b> Language choices, such as vocabulary, register, tone, and sentence composition, worked effectively together for the purpose and audience. There was variety and interest for the reader.</p> <ul style="list-style-type: none"> <li>• A formal tone and appropriate register were used throughout the text.</li> <li>• A range of sentence types and lengths was used to provide variety and interest for the reader.</li> </ul>
1.4	<p><b>Strong evidence:</b> A range of text conventions (grammar, punctuation, and spelling) was used with accuracy and control to communicate ideas and information effectively.</p> <ul style="list-style-type: none"> <li>• Punctuation, including commas, capital letters, and full stops, was used accurately.</li> <li>• Spelling of both low- and high-frequency words was accurate.</li> </ul>

### Exemplar Three

**Subject:** Literacy Writing

**Standard:** 32405

<b>Task</b>	Candidates were asked to write an email to the management of a sports club, recommending one or two food items to be sold to teenagers. Candidates were asked to write between 150 and 250 words.
<b>Candidate response</b>	dear venue management team.  I am writing today to express my beliefs about what food would be suitable for this up coming birthday party on the 19th of September. i believe that all party's should have a balance of healthy and not so healthy foods, kids need to have fun and i feel as if the sugar isn't so bad from time to time. my first and main suggestion is that we have a selection of cupcakes. everyone loves cupcakes, especially young kids, lets give them what they want with these three cupcake flavours, chocolate, red velvet and not least caramel. this leads me into my second suggestion. with all the sugar that is going around with the cupcakes, i feel as if we need some healthy food to balance it out so that's why i suggest a fruit platter, fruit is sweet sometimes sour and just all around packed with yum flavours. its natures candy. and kids love it, its healthy and packed with vitamins. that's why it is a must have for this birthday party.  i hope that you will take what i have shared with you today on board thanks.

Outcomes and performance criteria	Marker commentary
1.1	<p><b>Weak evidence:</b> Ideas and information showed some relevance for purpose and audience. Ideas were straightforward with little development.</p> <ul style="list-style-type: none"> <li>• The details were straightforward but focussed on food for a children’s birthday rather than items for teenagers at a sports club.</li> <li>• The response provided limited relevance to purpose, e.g. “selection of cupcakes”, “fruit platter”.</li> <li>• Because the response did not show complete understanding of the task, it did not meet the requirement for ‘sufficient evidence’ for 1.1.</li> </ul>
1.2	<p><b>Sufficient evidence:</b> Text structures supported reader understanding of the ideas through logical sequencing, linking, and paragraphing.</p> <ul style="list-style-type: none"> <li>• An appropriate email structure was used, with appropriate opening and closing statements.</li> <li>• The points in the body paragraph were logically sequenced, e.g. “first and main suggestion”, “second suggestion”.</li> </ul>
1.3	<p><b>Sufficient evidence:</b> 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"> <li>• A mostly appropriate register and suitable tone were used.</li> <li>• The use of a personal voice (“i feel”, “i hope that you”) was appropriate in this context.</li> <li>• Vocabulary was straightforward and mostly appropriate. There were a few imprecise words (“feel as if the sugar”, “just all around packed with yum flavours”).</li> </ul>
1.4	<p><b>Weak Evidence:</b> Text conventions (grammar, punctuation, spelling) communicated ideas / information but required work from the reader.</p> <ul style="list-style-type: none"> <li>• There was a noticeable pattern of punctuation and capitalisation errors which made sentence structures unclear to the reader.</li> </ul>

## Exemplar Four

**Subject:** Literacy Writing

**Standard:** 32405

<b>Task</b>	Candidates were asked to write an article for a community website. Candidates were asked to write between 250 and 350 words. This candidate selected the option “What are three main qualities of a successful person?”
<b>Candidate response</b>	The three main qualities of a successful person is waking up in the morning making your bed or have a good day or like having kindness if you wanna be a successful person in life you gotta be a good person you gotta have respect for others around you like respecting yourself and famliy and that’s how you should become a successful person in life by not giving up on yourself having self-confidence and helping out other people and your always a hardworking person that will never give up on there self or the people around them that’s what a good person is or a successful person that’s how they are they will never give up on you they will always keep trying tell they get it that’s what i see when i wanna be a successful person that’s how i want it to be there’s always a way to become a successful person in life now id that’s not a good person i don’t know what is but it is hard to be a good person or a successful person life you gotta have a good rotein like going to bed at a good time and waking up on time and know what your doing good in life that’s a very good life style that’s a very good life style for a good person and a successful person in life there both good people in life and being a good person in your life and being a good person to the people around you.

Outcomes and performance criteria	Marker commentary
1.1	<p><b>Weak evidence:</b> Ideas and information showed some relevance for purpose and audience. Ideas were straightforward with little development.</p> <ul style="list-style-type: none"> <li>• The response provided some limited description of a successful person, e.g. “having kindness”, “respect for others”, “self-confidence”.</li> <li>• A few details were provided to support the main points, e.g. “have a good rotein like going to bed”.</li> <li>• The main ideas were mostly repeated rather than developed.</li> </ul>
1.2	<p><b>Weak Evidence:</b> Text structures were evident but were used inconsistently. The response lacked coherence.</p> <ul style="list-style-type: none"> <li>• The text required clearer linking to show how the ideas were related.</li> <li>• The text lacked a clear conclusion that summarised the writer’s position.</li> </ul>
1.3	<p><b>Weak Evidence:</b> 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"> <li>• Vocabulary was straightforward and repeated, e.g. “good person”, “successful person”.</li> <li>• Register and tone were mostly appropriate, although use of “wanna”, “gonna” was not formal.</li> <li>• Sentences were awkwardly constructed.</li> </ul>
1.4	<p><b>Minimal evidence:</b> Technical errors (grammar, punctuation, spelling) interfered with meaning / reader understanding.</p> <ul style="list-style-type: none"> <li>• The lack of punctuation, especially full stops, made reader understanding difficult.</li> <li>• There were grammatical errors in sentence construction that interfered with meaning.</li> </ul>