

Exemplar for Unit Standard Literacy Level 1

This exemplar supports assessment against:

Unit Standard 26622

Write to Communicate ideas for a purpose and audience

An annotated exemplar is an extract of learner 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

	<p>Outcome 1: Write to communicate ideas for a purpose and audience Grade: Achieved</p>
<p>1.</p>	<p>For Outcome 1, learners must write texts to communicate ideas for a purpose and audience that reflect the writing demands described by Step 4 of the 'Write to communicate' strand of the Learning Progressions for Adult Literacy as required by Explanatory Note (EN) 5.</p> <p>The evidence for this text was naturally occurring from an English classroom context (novel study as required by EN2). The learner has written about the novel <i>Tomorrow, When the War Began</i>.</p> <p>This sample of learner work has been taken from a portfolio of evidence generated over a period of at least one month as required by EN3.</p> <p>The text is of sufficient length and complexity to reflect the requirements of Sep 4 of the 'Write to communicate' strand of the Learning Progressions for Adult Literacy to meet EN5.</p> <p>The learner has been given the opportunity to plan, compose, revise, and edit their writing without specific assistance as required by EN6.</p> <p>The ideas expressed in this text are appropriate for the stated purpose, which is for the learner to describe an interesting character from a novel and explain why they are interesting. The ideas in the text are directly about the character Ellie and show why the learner thinks Ellie is interesting as required by Evidence Requirement (ER) 1.1.</p> <p>The text is paragraphed and ideas have been organised appropriately (both within and between paragraphs) to suit the stated purpose and text type. In this case, the text has an introduction (1) which describes Ellie and introduces the two reasons the learner thinks Ellie is interesting: because she is brave and rough. Paragraph 2 expands on Ellie's bravery (2) and paragraph 3 expands on her roughness (3). The final paragraph is a conclusion (4) as required by ER1.2.</p> <p>The language used is appropriate for the stated purpose and audience to meet ER1.3.</p> <p>This text reflects the level of technical accuracy required for ER1.4. For example, the learner has correctly used: punctuation to show where sentences begin and end, more complex punctuation to assist meaning (5) consistent verb tenses (6) subject-verb and noun-pronoun agreement (7), and spelling (including a number of more complex words with three or more syllables) to meet ER1.4.</p>

Learner's purpose: To describe an interesting character from a novel and explain why they are interesting.

Audience: Teacher

Essay question:

Describe an interesting character in the novel "Tomorrow When The War Began" by John Marsden, and explain why they are interesting.

- ① ⑤ Ellie, the narrator, was an interesting character. Ellie is a tomboy, a farm girl that lives in Australia. She's 16 and she knows how to drive. In the novel Ellie tells her side of the story, so everything is about her – what she does and her perspective. Her thoughts are really open minded and she says things straight up about what she is thinking. I thought Ellie was interesting because she was brave and also because she was rough.
- ② ⑥ Ellie is brave because there is no one else like her. Out of the seven teenagers she basically holds everyone together. She is so brave that she drives the dump truck. Even I wouldn't do that. I think she is brave because she cares about people and wants to save the people that have been captured. With her type of attitude she will beat the invaders.
- ③ ⑦ Also, Ellie is a rough tomboy girl. She does what boys do – rough adventurous things. She loved working on the farm and enjoyed driving the trucks and diggers before the war. But during the war she killed a lot of people by driving a gasoline tanker under a bridge and blowing it up. She did this so she and her friends would be able to escape from the invaders. I think she teaches us that every girl should be a tomboy. She is not always rough though as she falls in love with Lee.
- ④ Overall, my opinion of Ellie is that she would be an awesome friend. She would be fun to be around because she is brave and rough and so she does fun and interesting things. She is also responsible and so she would protect you when you couldn't protect yourself and she wouldn't be afraid to help you in a dangerous situation.

	<p>Outcome 1: Write to communicate ideas for a purpose and audience Grade: Achieved</p>
<p>2.</p>	<p>For Outcome 1, learners must write texts to communicate ideas for a purpose and audience that reflect the writing demands described by Step 4 of the 'Write to communicate' strand of the Learning Progressions for Adult Literacy as required by Explanatory Note (EN) 5.</p> <p>The evidence for this text was naturally occurring from an English classroom context (Sports Teams) to meet EN2. The learner has written a newsletter for the sports team '<i>Team Panthers</i>'.</p> <p>This sample of learner work has been taken from a portfolio of evidence generated over a period of at least one month as required by EN3.</p> <p>The text is of sufficient length and complexity to reflect the requirements of Step 4 of the 'Write to communicate' strand of the Learning Progressions for Adult Literacy as required by EN5.</p> <p>The learner has been given the opportunity to plan, compose, revise, and edit their writing without specific assistance to meet the requirements of EN6.</p> <p>The ideas expressed in this text are appropriate for the stated purpose (which is for the learner to communicate important information to parents and supporters of the team) and audience (which is community members) as required by Evidence Requirement (ER) 1.1.</p> <p>The text is paragraphed, and ideas have been organised appropriately (both within and between paragraphs) to suit the stated purpose and text type. Information about each key event has been organised into distinct paragraphs. The use of bold font/underlining for emphasis assists further with the organisation of ideas and is appropriate for this team newsletter context (1) to meet ER1.2.</p> <p>The language used is appropriate for the stated purpose and audience. For example, the use of the pronouns 'we' and 'you' (2), the direct acknowledgement to KBR Construction (3) the use of imperatives (4) and the courteous language (5) are all appropriate in this context, as required by ER1.3.</p> <p>This text reflects the level of technical accuracy required for ER1.4. For example, the learner has correctly used: punctuation to show where sentences begin and end, more complex punctuation to assist meaning (6), consistent verb tense, capital letters (7), and spelling (including some more complex words with three or more syllables).</p>

Learner's purpose: To communicate important information to parents and supporters of the team
Audience: Community members (parents and supporters of a sports team)

TEAM PANTHERS NEWSLETTER - JULY 2016

- ① **To parents and supporters of Team Panthers:**
- ② As you know, our last game is on Saturday 13 August. We will be taking the
- ① **team photo** on this day and invite all parents and supporters to join in. The team photo will be published in the club magazine, which will be printed in time for the club jubilee on Saturday 10 September. Team Panthers will have a full A4 page with our photo and a short article about the team. This page costs
- ⑨ \$135 + GST and has been sponsored by KBR Construction Ltd. Many thanks to
- ③ ⑦ KBR Construction for this awesome support!
- ① The **jubilee** will be hosted by the club at our refurbished clubrooms. The jubilee celebrates our club's 25 year anniversary. This will be a fun day with activities, friendly soccer games, bouncy castles, food stalls, music, and more.
- ④ If anyone has any additional ideas or is able to help organise this special event
- ⑤ **please** see Richard or Fiona.
- ① ⑦ **Prizegiving** for all junior teams (including Team Panthers) is on Saturday 3
- ⑤ September, at the clubrooms, starting at 11am. We ask that all parents bring a plate of food to contribute to the lunch. See Tama with any questions or
- ④ queries about prizegiving.
- ① ⑦ We need to confirm a date for our **Team Panthers end-of-season party**, which will be combined with **Team Shakers**.
- ① **End-of-season party: LOCK 'N' LOAD**
- ⑦ **46 Nixon Drive, Mangere, Auckland Airport**
Between Park 'n' Drive and the JKs Golf Driving Range.
- ⑦ The cost for the party will be covered (for players) from our fundraising
- ⑤ money. Family members are welcome to join us at their own expense. **Please** let
- ④ us know the number of family members who wish to attend so that we can book a date and confirm the cost.
- ⑤ **Thank you** once again to all Team Panthers parents and supporters for your continuing help and support through a wonderful 2016 soccer season.

Tama (team manager)

TeamPanthersSoccer@gmail.com

	<p>Outcome 1: Write to communicate ideas for a purpose and audience Grade: Not Achieved</p>
<p>3.</p>	<p>For Outcome 1, learners must write texts to communicate ideas for a purpose and audience that reflect the writing demands described by Step 4 of the 'Write to communicate' strand of the Learning Progressions for Adult Literacy as required by Explanatory Note (EN) 5.</p> <p>The evidence for this text was naturally occurring from an English Language context as required by EN2. The learner has written a text in preparation for a speech called '<i>Who wants to live forever?</i>'.</p> <p>This sample of learner work has been taken from a portfolio of evidence generated over a period of at least one month to meet the requirements of EN3.</p> <p>The text is of sufficient length and complexity to reflect the requirements of Step 4 of the 'Write to communicate' strand of the Learning Progressions for Adult Literacy as required by EN5.</p> <p>The learner has been given the opportunity to plan, compose, revise, and edit their writing without specific assistance to meet EN6.</p> <p>The ideas expressed in this text are appropriate for the stated purpose, which is for the learner to use scientific evidence to support an opinion. Specific scientific evidence is provided (1) and this is used to support the opinion that life would be unsustainable if people lived forever to meet Evidence Requirement (ER) 1.1.</p> <p>The text is paragraphed and ideas have been organised appropriately (both within and between paragraphs) to suit the stated purpose and text type to meet ER1.2.</p> <p>The language used is appropriate for the stated purpose and audience. For example, the use of rhetorical questions (2) and direct speech (3) are appropriate in the context of delivering a speech to meet ER1.3.</p> <p>This text does not reflect the level of technical accuracy required for ER1.4. There are a range of technical errors that detract from communication. These include: run-on sentences (4), incorrect or missing apostrophes (5) capitalisation (6) spelling (7) sentence structure (8) and subject-verb agreement (9). Such errors need to be reduced in order to meet ER1.4.</p>

Learner's purpose: To use scientific evidence to support an opinion

Audience: Classmates (speech competition)

Learner 3: Not Achieved

Intended for teacher use only

Who wants to live forever?

(2) (6) Living forever would be a terrible burden. Just think, how would the earth cope with immortal
 (4) (7) (9) life? The world's population would keep increasing until resources eventually runs out this would
 make life not worth living.

Over-population is a myth because either the human race will increase to a point where it will
 (5) (6) cause it's own extinction or it will balance out in order to meet the earths ability to support but for
 an ever increasing planet population of immortals over-population would become a reality.

(1) Currently, we do not have to face extinction, women have to have 2.1 children to replace them-
 (4) (5) (7) selves and their partners, because there are 107 boys to every 100 girls born thats alot more
 (5) (7) boys we all know some people dont have children for various reasons, and alot of people die
 (4) (5) because of war's, starvation and disease before they can have children that tops up the amount of
 (1) (5) (8) children women who do have children up to 3.3 per person and that's just to replace the current
 (2) worlds population. Now visualize in your mind if all the men, women and children currently alive are
 immortal, that means that with every new birth, no matter the number the population will increase
 (7) until eventually the world would become over-populated.

(9) However, an increasing population needs increasing resources. Resources is what we all depend on
 (8) to survive and this can be can define this by how much carbon we use. The average of a carbon
 (1) (6) footprint in new zealand is, 1759kg per year for transportation, 1806kg per year home, 2726kg per
 year food and 588kg per year purchases. This shows that an ever growing population of immortals
 would soon find that they would have no more resources to make their lives worth living.

In conclusion, it is clear to see that the reason all life is mortal is because no environment, could
 (4) (8) sustain any living creature indefinitely as nothing lasts forever the very fact that we know that will
 (8) die makes us want to live our life worth living.

	<p>Outcome 1: Write to communicate ideas for a purpose and audience Grade: Not Achieved</p>
<p>4.</p>	<p>For Outcome 1, learners must write texts to communicate ideas for a purpose and audience that reflect the writing demands described by Step 4 of the 'Write to communicate' strand of the Learning Progressions for Adult Literacy as required by Explanatory Note (EN) 5.</p> <p>The evidence for this text was naturally occurring from an English classroom context (Creative Writing) as required by EN2. The learner has written a text called '<i>Rafting adventure</i>'.</p> <p>This sample of learner work has been taken from a portfolio of evidence generated over a period of at least one month as required by EN3.</p> <p>The text is of sufficient length and complexity to reflect the requirements of Step 4 of the 'Write to communicate' strand of the Learning Progressions for Adult Literacy as required by EN5.</p> <p>The learner must be given the opportunity to plan, compose, revise and edit their writing without specific assistance. In this case, the teacher has provided specific assistance through their detailed proofreading of the learner's text. This does not meet the requirement for the learner to have independent control of the writing process as required by EN6.</p> <p>The ideas expressed in this text are appropriate for the stated purpose, which is for the learner to produce a piece of creative writing based on a personal experience to meet Evidence Requirement (ER) 1.1.</p> <p>The text is paragraphed and ideas have been organised appropriately (both within and between paragraphs) to suit the stated purpose and text type to meet ER1.2.</p> <p>The language used is appropriate for the stated purpose and audience. For example, the use of full capitals for emphasis (1) is appropriate in the context of creative writing to meet ER1.3.</p> <p>The learner's original version of the text (ignoring the teacher's markings) does not reflect the level of technical accuracy required by ER1.4. Errors in the learner's text include run-on sentences (2), incorrect or missing punctuation (3), incorrect or missing capitalisation (4), spelling errors (5) and inconsistent tense (6) as required by ER1.4.</p>

Learner's purpose: To produce a piece of creative writing based on a personal experience

Audience: Classmates

Rafting adventure

- 3 The raft started to spin.
- 1 3 "HOLD ON!" the guide yelled as we started to go down the rapid. The water was rushing over the
1 2 4 rocks like a speeding car. BANG! We hit the wall of the cliff. The front of the boat flicked up.
2 4 6 The people at the front of the boat fell back and I almost fell out.
- 5 Further down the river the guide told us about all the different rapids. While we drank hot
2 5 chocolate on a calm part of the river. Once we had finished the guide told us to get ready for
3 4 the next rapid which was called Stay Standing because you had to stand up when you went down
2 the rapid. Everyone stood up but as soon as we started going down the rapid people were already
2 4 5 falling over. I was the last one standing but at the end I fell out too.
- 2 The next rapid after that was the hardest one of all. There were photographers on the banks to take
photos of all of us when we came down it. The aim was to not fall out of the raft or they would have
2 6 taken a close up of your face as you were falling into the water. Luckily I didn't fall out.
- 3 4 5 The last rapid was called "Air New Zealand" after two Air New Zealand flight attendants that
5 who fell out at the top and drifted all the way down the river without their raft. Luckily noone
6 falls out of the raft this time.

Teacher comments

This is an interesting story with lots of action. However, please see my corrections. Even when you are using a computer you still need to check that you have used correct punctuation (capital letters, full stops, commas). Use capital letters (and not speech marks) for proper nouns (Air New Zealand, Stay Standing). Finally, when you refer to a person, use 'who', and when you refer to something that is not a person, use 'that'.

	<p>Outcome 1: Write to Communicate ideas for a purpose and audience Grade: Not Achieved</p>
<p>5.</p>	<p>For Outcome 1, learners must write texts to communicate ideas for a purpose and audience that reflect the writing demands described by Step 4 of the 'Write to communicate' strand of the Learning Progressions for Adult Literacy as required by Explanatory Note (EN) 5.</p> <p>The evidence for this text was naturally occurring from an English classroom context (Sports Teams) as required by EN 2. The learner has written a letter of reference.</p> <p>This sample of learner work has been taken from a portfolio of evidence generated over a period of at least one month as required by EN 3.</p> <p>The text is of sufficient length and complexity to reflect the requirements of Step 4 of the 'Write to communicate' strand of the Learning Progressions for Adult Literacy as required by EN 5.</p> <p>The learner has been given the opportunity to plan, compose, revise, and edit their writing without specific assistance as required by EN 6.</p> <p>The ideas expressed in this text are appropriate for the stated purpose, which is for the learner to write a professional letter of reference for another person to meet Evidence Requirement 1.1.</p> <p>The organisation of the letter is appropriate for the professional reference format (headers and signature) (1). However, this text does not meet the requirement of ER 1.2 because the main body of the letter (2) has not been paragraphed and the ideas in that section have not been appropriately organised. For this standard, although not all texts in the learner portfolio are required to be paragraphed, a text must be paragraphed if the length or nature of the text requires this. In this case, the main body paragraph of the text contains a long list of statements about Tui but these have not been organised in a coherent order (for example, first describing how the writer knows Tui, then discussing Tui's leadership skills, and finally discussing his character). The length of the main body paragraph (2) also indicates that further subdivision into paragraphs is needed to meet ER 1.2.</p> <p>The language used is appropriate for the stated purpose and audience. In the context of a professional reference, highly formal language is required to meet ER 1.3.</p> <p>The text reflects the required level of technical accuracy. In the context of a professional reference, a high level of technical accuracy is required to meet ER 1.4.</p>

Learner 5: Not Achieved
Intended for teacher use only

Learner's purpose: To write a professional letter of reference
Audience: Tertiary institute

1 { [REDACTED] Football Club
42 [REDACTED] Street
Hamilton

08 August 2016

[REDACTED] Tertiary Training Institute
PO Box [REDACTED]
Auckland

Dear Sir / Madam

2 { My name is Erina [REDACTED]. It is my pleasure to write this letter of support for Tui [REDACTED] regarding his application for entry into your training institute. Tui is an intelligent, hard-working, easy-going and responsible young man who understands the value of goal setting and the importance of team work. He is an extraordinary young man and he would be a great asset to your institute. I have known Tui, who is a member of the [REDACTED] football team within the [REDACTED] football club, for five years. He demonstrates great football skills and outstanding leadership. As the team manager, I have watched Tui grow from a young boy into a great individual player. He has the respect of the team and they look to him for guidance and support during games. Tui has shown the ability to bounce back from adversity and is willing to put in extra time to improve on his weaknesses. He understands that success can only be obtained through hard work, and he approaches every game with a positive attitude. I believe Tui will succeed in any endeavour. He will make your institute, his parents and one day even his country proud. It is for these reasons that I am pleased to tender a high recommendation for Tui [REDACTED] without any reservations.

1 { Yours faithfully

Erina [REDACTED]
[REDACTED] Team Manager
[REDACTED] Football Club

	<p>Outcome 1: Write to Communicate ideas for a purpose and audience Grade: Not Achieved</p>
<p>6.</p>	<p>For Outcome 1, learners must write texts to communicate ideas for a purpose and audience that reflect the writing demands described by Step 4 of the 'Write to communicate' strand of the Learning Progressions for Adult Literacy as required by Explanatory Note (EN) 5.</p> <p>The evidence for this text was naturally occurring from an English classroom context (Film Study) as required by EN2. The learner has written answers to a set of questions about the film <i>Whale Rider</i>.</p> <p>This sample of learner work has been taken from a portfolio of evidence generated over a period of at least one month as required by EN3.</p> <p>This text is not of sufficient length and complexity to reflect the requirements of step 4 of the 'Write to communicate' strand of the Learning Progressions for Adult Literacy. Much of the language is simple and the vocabulary is familiar. Parts of the text have not been written using full sentences (1). The length of the responses is insufficient to meet the requirements of the standard as required by EN5.</p> <p>The learner has been given the opportunity to plan, compose, revise and edit their writing without specific assistance as required by EN6.</p> <p>The ideas expressed in this text are appropriate for the stated purpose, which is for the learner to answer questions about a film to meet Evidence Requirement (ER) 1.1.</p> <p>The learners must demonstrate that they can independently organise ideas within a text and link ideas within and between paragraphs. In this sample, the short answer questions do not allow the learner the opportunity to demonstrate sufficient evidence of organising ideas to meet ER1.2.</p> <p>The language used is appropriate for the stated purpose and audience. For example, film techniques (cross-cut, close up) and characters (Koro, Pai) have been named correctly (2) to meet ER1.3.</p> <p>This text reflects the level of technical accuracy required to meet ER1.4.</p>

Learner 6: Not Achieved
Intended for teacher use only

Learner's purpose: To answer questions about a film

Audience: Teacher

Whale Rider – film questions

1. At the start of the film, what does the director show us about the relationship between Koro and Pai? How does she show this?

① ② The **cross-cut** from Pai's birth to Koro giving Pai a ride on his bike. This shows they have a good relationship now, but Koro is still sad underneath. He really wanted a boy.

2. How does the director show that Pai is the next leader for the tribe?

① {
1. Her name
2. The special things she does. Like finding Koro's necklace.

3. Describe how the director uses a motif throughout the film. Why is this motif significant?

① {
WHALE = represents leadership.
1. On the wharenui
2. Opening scene
3. Stranded whales on beach
4. Pai riding the whale into the sea.

4. When Pai gives her speech at the school, what does the director show us about the relationship between Koro and Pai? How does she show this?

It is broken. Koro is not there. The

② **close-up** shot of Pai's face shows that she is crying and struggling to give her speech.

① Koro's empty chair.

	<p>Outcome 1: Write to communicate ideas for a purpose and audience Grade: Not Achieved</p>
<p>7.</p>	<p>For Outcome 1, learners must write texts to communicate ideas for a purpose and audience that reflect the writing demands described by Step 4 of the 'Write to communicate' strand of the Learning Progressions for Adult Literacy as required by Explanatory Note (EN) 5.</p> <p>The evidence for this text was naturally occurring from an English Language learning context as required by EN2. The learner has written an introductory text about themselves.</p> <p>This sample of learner work has been taken from a portfolio of evidence generated over a period of at least one month as required by EN3.</p> <p>The length of this text is acceptable. However, to meet EN5, the learner needs to demonstrate the appropriate use of a range of sentence structures (including some complex sentences) and some specialised, less familiar, language. In this text, the use of formulaic and repetitive sentence structures ('I'm...', 'My...', 'I've...') and mostly familiar vocabulary (self: family, school, hobbies) does not demonstrate the level of complexity described by step 4 as required by EN5.</p> <p>The learner has been given the opportunity to plan, compose, revise and edit their writing without specific assistance as required by EN6.</p> <p>The ideas expressed in this text are appropriate for the stated purpose of the learner introducing herself to classmates to meet Evidence Requirement (ER) 1.1.</p> <p>The text is paragraphed and ideas have been organised appropriately to suit the stated purpose and text type to meet ER1.2.</p> <p>The language used is appropriate for the stated purpose and audience to meet ER1.3.</p> <p>The text reflects the level of technical accuracy required at ER1.4.</p>

Learner's purpose: To introduce herself

Audience: Teacher

My name is Mei-Hua. I am seventeen years old. I'm from Taiwan. I am a high school student in New Zealand. I live with a homestay family.

There are five people in my family. My father is a businessman. My mother works in a bank. I have two younger sisters. They all live in Taiwan.

I go to [REDACTED] high school in New Zealand. My favourite subject is art. My most difficult subject is history. I love the library at my school. I visit the library every week. I read books when I have free time.

I've been in New Zealand for 9 months. I have made lots of friends. Everyone is so kind to me. I love New Zealand people.

I hope I can stay in New Zealand. I feel happy every day. I'm enjoying my life in New Zealand so much.