

Exemplar for Unit Standard

Literacy Level 1

This exemplar supports assessment against:

Unit Standard 26624

Read texts with understanding

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: Read texts with understanding Grade: Achieved</p>
<p>1.</p>	<p>For Outcome 1 learners must read texts that reflect the reading demands described by Step 4 of the 'Read with understanding' strand of the Learning Progressions for Adult Literacy.</p> <p>This text is of sufficient length and complexity to meet these requirements, see Guidance Information (GI) 3.</p> <p>This sample of evidence has been taken from a portfolio of evidence generated over a period of at least one month as required by GI3.</p> <p>The evidence for this text was naturally occurring from a careers advice context within a Youth Guarantee programme, see GI3.</p> <p>Information relevant to the reader's purpose has been located (1), see Performance Criteria (PC) 1.1.</p> <p>The text has been summarised in the learner's own words in terms of its ideas. Supporting evidence for these ideas has been provided. Both explicit (2) and implicit (3) ideas have been summarised, see PC1.2.</p> <p>Examples of ideas and supporting evidence described by the learner:</p> <ul style="list-style-type: none"> • explicit: you don't have to have NCEA or certain school subjects (evidence: quote from website). • explicit: you need communication and personal skills (evidence: highlighting/annotation on original text). • implicit: the NZ police want all different types of people (evidence: reference to two relevant sections of website; highlighting on original text). <p>The text has been described in the learner's own words in terms of the writer's purpose (4), see PC1.3.</p> <p>The text has been evaluated in relation to the learner's purpose for reading (4). Since the learner's purpose was to find information, the evaluation considers whether the text provided the information the learner was looking for. Supporting evidence has been provided, see PC1.4.</p>

Text 1 – NZ Police Entry Requirements

Learner 1: Achieved
Intended for teacher use only

Learner's purpose for reading: To find out about the requirements for becoming a policeman/woman

Text read (showing learner's annotations):

Entry Requirements

WHO CAN BE A COP?

First up, forget the stereotypes. We're not looking for cookie-cutter cops. We value who you are and what you could bring to the job as an individual. The strength of our team comes from a diverse range of people, each with different backgrounds, experiences and interests, working towards the same goal.

All you need to apply is to:

- Be at least 17 years old (must be 18 before you can start at police college).
- Hold a full NZ driver licence.
- Be a New Zealand or Australian Citizen or NZ Permanent Resident.
- Be available to attend constabulary recruitment assessments in person.
- Be physically fit and in excellent health.
- Notably constabulary recruitment staff of any previous criminal or traffic convictions (including warnings, court appearances, and diversions).
- Provide police clearance for any country (other than NZ) that you have worked or resided in for longer than three months.

A STRONG DESIRE TO HELP

The bottom line is that to become a cop you need a strong desire to help people in your community. You'll need to be able to make tough judgement calls, build community networks, and instil confidence in those around you.

Our role can highly influence the lives of many in our communities. Hence our constabulary recruitment staff will also be looking for the following qualities throughout the constabulary recruitment process:

- Excellent communication skills
- Empathy for others
- Loyalty
- Commitment
- Integrity
- Problem-solving abilities

Solving crime and preventing crashes is not just about answering the question 'who?' It's just as important to look at the broader question of 'why?'. You'll need an ability to understand the communities you serve, and more importantly, the ability to identify and examine the problems that lead to trouble.

DON'T LOSE WHO YOU ARE

We welcome applications from anyone who has what it takes, regardless of height, gender, ethnicity, culture, sexuality, or faith. To better reflect New Zealand's growing diversity we want you to bring your background, culture, and values to the job.

We are actively seeking applicants with an understanding of different languages and cultures.

NO WORRIES

- There are no specific subject requirements or prerequisites to apply. However, having qualifications could make you a stronger applicant and open doors later in your career when you want to specialise in different police roles.
- Don't worry about your height, as there are no minimum height requirements.

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2 START-UP YOUR CAREER

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New Zealand Government

Text 1 – NZ Police Entry Requirements

Learner's purpose for reading: To find out about the requirements for becoming a policeman/woman

Learner evidence

- I looked at this website to find out more about who can be a cop and whether I could become a cop. The website is designed to tell you everything about who can become a cop and what they are looking for. It had all the info that I needed like the specific entry requirements as well as the general kind of people they want to be cops. I didn't think they would want people like me who had trouble at school but was surprised because actually I found out that maybe I would be suitable.
- ④
- ⑤
- ①② Because they said you don't have to have NCEA or certain school subjects or anything ("there are no specific subject requirements or prerequisites to apply") and also they want all different kinds of people ("Who can be a cop" and "Don't lose who you are" sections). I already
- ③
- ① have my drivers licence and I'm pretty fit. They want people with good
- ② personal/communication skills too which I think I am pretty good at. Overall the website encourages everyone to apply, all different kinds of people.

	<p>Outcome 1: Read texts with understanding Grade: Achieved</p>
<p>2.</p>	<p>For Outcome 1, learners must read texts that reflect the reading demands described by Step 4 of the 'Read with understanding' strand of the Learning Progressions for Adult Literacy. This text is of sufficient length and complexity to meet these requirements, see Guidance Information (GI) 3.</p> <p>This sample of evidence has been taken from a portfolio of evidence generated over a period of at least one month, see GI3.</p> <p>The evidence for this text was naturally occurring from a vocational training context involving work towards a Health and Safety Unit Standard, see GI3.</p> <p>Information relevant to the reader's purpose has been located (1), see Performance Criteria (PC) 1.1.</p> <p>The text has been summarised in the learner's own words in terms of its ideas. Supporting evidence for these ideas has been provided. Both explicit (2) and implicit (3) ideas have been summarised, see PC1.2.</p> <p>Examples of ideas and supporting evidence described by the learner:</p> <ul style="list-style-type: none"> • explicit: The best approach is to eliminate the hazard (evidence: reference to chart on page 3) • explicit: If you can't eliminate the hazard you should try to isolate or minimise the risk (evidence: reference to chart on page 3) • implicit: Group safety controls are things that employers would be responsible for (evidence: reference to page 1, examples of group controls). <p>The text has been described in the learner's own words in terms of the writer's purpose (4) see PC1.3.</p> <p>The text has been evaluated in relation to the learner's purpose for reading (5). Since the learner's purpose was to find information, the evaluation considers whether the text provided the information the learner was looking for. Supporting evidence has been provided, see PC1.4.</p>

Text 2 – Selecting the right equipment for working at height

Learner's purpose for reading: To learn about health and safety requirements and practices when working at height

Text read:

TO BE UPDATED TO REFLECT LATEST LEGISLATIVE CHANGES



FACT SHEET 2

SELECTING THE RIGHT EQUIPMENT FOR WORKING SAFELY AT HEIGHT

This fact sheet will help you select the right equipment for working safely at height. It is one of six fact sheets in the *Working Safely at Height Toolkit* to be used together with the *Best Practice Guidelines for Working at Height in New Zealand*.

Once you've identified and assessed significant hazards for working at height, put specific steps in place to control the risk of these hazards and keep people safe.

HIERARCHY OF CONTROLS
 Selecting the right equipment for working safely at height means thinking about:

- a. **eliminating** the working at height hazard (eg long-handled tools be used from ground level)
- b. **isolating** people from the working at height hazard (eg scaffolds and edge protection)
- c. **minimising** the distance and impact of the fall (eg nets or air bags).

Remember that minimisation is only acceptable when you've exhausted elimination and isolation. **Doing nothing is not an option.**

GROUP CONTROLS VERSUS PERSONAL CONTROLS
 As well as the hierarchy of controls, think about the controls that prevent multiple people from falling. These are group controls. The best



work methods are those that don't require any active judgement by the workers to keep themselves safe, such as edge protection, scaffold, and elevating work platforms.

Personal controls only look after individuals and rely on active judgement by the user for them to work safely, for example a total restraint system and fall arrest system. Training, inspection and equipment maintenance are critical for these personal control measures to be effective.

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HOW TO SELECT THE RIGHT EQUIPMENT

The diagram (over page) helps you select the best equipment for keeping people safe at height.

Start with the most effective control – elimination, and then working through isolation and minimisation.

Considerations when assessing controls

Working conditions

Slopes, poor ground, obstructions and traffic can determine the choice of work equipment. For example a mobile elevating work platform (MEWP) could reach over bad ground or obstructions as long as its stability is not compromised. A MEWP may be preferable to a tower scaffold in such circumstances.

Distance to be negotiated for access and egress

Ladders are likely to be less suitable for higher access.

Distance and consequences of a fall

A fall arrest lanyard would be ineffective if the deployment length was greater than the fall height because the user would hit the floor before the system could deploy

Duration and frequency of use

Long duration, higher frequency work justifies a higher standard of fall protection eg a tower scaffold rather than a ladder. However, a ladder may be justified for short duration low-riskwork.

Evacuation and rescue

if evacuation from a deployed fall arrest system is going to be difficult, choose other work equipment, for example a MEWP.

Additional risk posed by the installation and removal of work equipment

AMEWP used by one person may be less risk than two or three people erecting a tower or scaffold for one person to work safely.

USING AND MAINTAINING THE RIGHT EQUIPMENT

Once you've selected the right equipment, it's critical it is used and maintained properly. Below are two simple checklists for safe use and maintenance of equipment for working at height.

CHECKLIST FOR USING WORKING AT HEIGHT EQUIPMENT

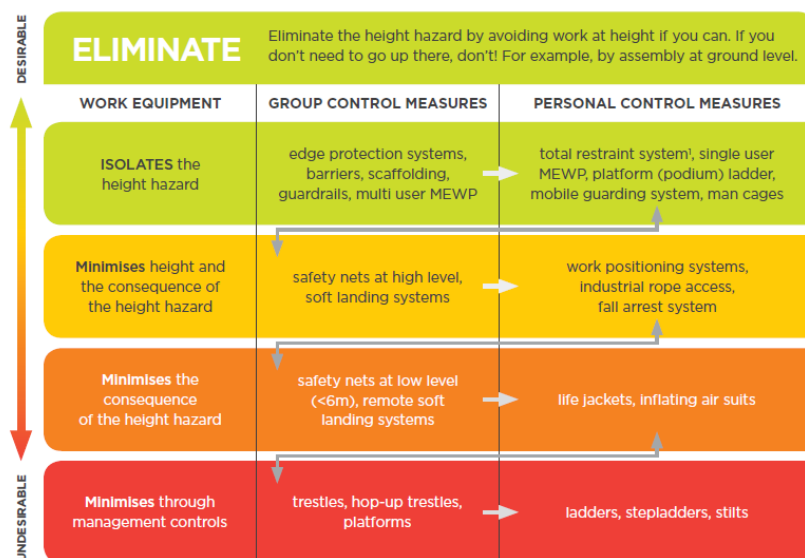
- Have workers been instructed and trained?
- Do workers have the knowledge they need to use and maintain the equipment safely?
- Have you provided workers with the information they need? (manufacturer's instructions, operating manuals, training courses)
- Have you ensured workers understand the information provided?

MAINTENANCE CHECKLIST

- Is equipment maintained in a safe condition?
- Have regular maintenance, preventive checks, and inspections on all fall prevention and height access equipment (including ladders) been carried out?
- Is there a record of inspections?
- Have inspections been carried out before the equipment is used for the first time or after any incidents or any major repairs?
- Have you checked the manufacturer's instructions to ensure maintenance is carried out and is to the correct standard?

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THE SELECTION OF WORK EQUIPMENT LINKED TO THE HIERARCHY OF CONTROLS



This fact sheet is part of the *Working Safely at Height Toolkit* that supports the **Best Practice Guidelines for Working at Height in New Zealand**.

- > Fact Sheet 1: Planning a safe approach to working at height
- > Fact Sheet 2: Selecting the right equipment for working safely at height
- > Fact Sheet 3: Short duration work at height
- > Fact Sheet 4: Edge protection

- > Fact Sheet 5: Temporary work platforms
- > Fact Sheet 6: Total restraint system

For additional guidance on safe working at height see:

- > Be Safe Working on Roofs
- > Safe Working with Ladders and Stepladders
- > Health and Safety In Contracting Situations

¹ While a harness is classified as PPE, which is a minimisation control, a total restraint system is more desirable than other minimisation controls and can be considered isolation of the hazard.

Text 2 – Selecting the right equipment for working at height

Learner's purpose for reading: To learn about health and safety requirements and practices when working at height

Learner evidence:

HEALTH AND SAFETY – Unit Standard 497

Demonstrate knowledge of workplace health and safety requirements

Name / NSN

Resource you referred to: Worksafe NZ fact sheet - working at height

3.1 What risks and hazards are covered in this resource?

the hazard is working at height.
the risk is falling. (And being injured from the fall)

1.1 What does this resource say about the responsibilities of PCBU's (Persons Conducting a Business or Undertaking)?

③
①
Nothing directly but it talks about group controls (pg 1) which are things that keep multiple people from falling and these are mostly things that the PCBU would be responsible for. Like providing the right equipment, training, etc.

1.2 What does this resource say about the responsibilities of employees?

④
⑤
Nothing really. The factsheet seems to be mostly designed to inform employers about what to do. But employees have a part to play too so I think the sheet should also have talked about employees' responsibilities when working at heights.

2.1 What does this resource say about: (choose one – circle your choice)

emergency procedures / training / worker participation and engagement
risk identification and hazard reporting / risk management

① ②
②
that the best approach is to eliminate the hazard which means making it so that nobody has to work up at height. But if this is not possible you should try to isolate or minimise the risk. The chart at the back shows these options in order from green/best to red/worst.

2.2 What does this resource say about the hierarchy of controls?

①
One way to eliminate risk is to give people long-handled tools so they can do the job from ground level (pg 1) or you can assemble something on the ground before you install it at its final height (pg 3).

	<p>Outcome 1: Read texts with understanding Grade: Achieved</p>
<p>3.</p>	<p>For Outcome 1, learners must read texts that reflect the reading demands described by Step 4 of the 'Read with understanding' strand of the Learning Progressions for Adult Literacy. This text is of sufficient length and complexity to meet these requirements, see Guidance Information (GI) 3.</p> <p>This sample of evidence has been taken from a portfolio of evidence generated over a period of at least one month, see GI3.</p> <p>The evidence for this text was naturally occurring from an Agriculture classroom context, see GI3.</p> <p>Information relevant to the reader's purpose has been located (1), see Performance Criteria (PC) 1.1.</p> <p>The text has been summarised in the learner's own words in terms of its ideas (2). Supporting evidence for these ideas has been provided. Only explicit ideas have been summarised for this text; other texts in this portfolio contained evidence for implicit ideas, see PC1.2.</p> <p>Examples of ideas and supporting evidence described by the learner:</p> <ul style="list-style-type: none"> • explicit: Sulphurgain products are suitable for NZ conditions (evidence: relevant quotation). • explicit: The products can help provide sulphur in the short term and the long term (evidence: relevant quotations). <p>The text has been described in the learner's own words in terms of the writer's purpose (3), see PC1.3.</p> <p>The text has been evaluated with supporting evidence in terms of the learner's purpose for reading. Since the learner's purpose was to find information, the evaluation considers whether the text provided the information the learner was looking for. Supporting evidence has been provided (4).</p>

Text 3 – Sulphurgain range

Learner's purpose for reading: To gain information for an Agriculture project

Text read:



SULPHURGAIN RANGE

What is the Sulphurgain range?

The Sulphurgain range of products has been designed to meet the sulphur and phosphorus needs of a variety of farming conditions within New Zealand.

Sulphurgain products contain both elemental sulphur and sulphate sulphur, and can be blended with potash and trace elements to meet farm-specific needs. Blends should be applied as soon as possible after mixing, ideally within 24 hours.

To maintain product quality, Sulphurgain products should be stored in cool, dry conditions.

Sulphurgain 30S is Fertmark registered.

Advantages of Sulphurgain products

Addresses immediate sulphur needs: All of the products in the Sulphurgain range (with the exception of Sulphurgain Pure) contain sulphate sulphur. This is immediately available for plant uptake, and will meet short-term plant requirements.

Meets long-term sulphur requirements: All of the Sulphurgain products contain elemental sulphur. When added to the soil, elemental sulphur slowly degrades as a result of the action of specialised, naturally occurring soil bacteria called *Thiobacillus*. As these bacteria break down the elemental sulphur, they convert it to sulphate sulphur, which can be used by plants. Elemental sulphur is resistant to leaching, so it can be applied in autumn and it will still be present in the soil as a source of sulphur in spring.

Provides maintenance phosphorus: With the exception of Sulphurgain Pure, all of the Sulphurgain products provide soluble phosphate. In many cases, this will be sufficient to maintain soil phosphorus at target levels.



FIGURE 1
Sulphurgain 30S



FIGURE 2
Sulphurgain Pure

Product	N (%)	P (%)	K (%)	S (%)	Ca (%)
Sulphurgain 15S	-	8.6	-	14.8	21
Sulphurgain 20S	-	8.0	-	20	19.8
Sulphurgain 30S	-	7.0	-	29.5	17.5
Sulphurgain 50S	-	5.3	-	44.6	13.1
Sulphurgain Pure	-	-	-	90	-

Product	Elemental S	Sulphate S
Sulphurgain 15S	30%	70%
Sulphurgain 20S	50%	50%
Sulphurgain 30S	70%	30%
Sulphurgain 50S	85%	15%
Sulphurgain Pure	100%	

TABLE 2
The proportion of elemental and sulphate sulphur in Sulphurgain products (rounded to the nearest 5%)



Sulphurgain 15S

Sulphurgain 15S is a good general purpose fertiliser for use in sulphur-responsive areas. The high proportion of sulphate sulphur in Sulphurgain 15S ensures a rapid plant response when growing conditions are good. The elemental sulphur component will provide long-term sulphur even after late autumn or winter rains.

A typical farm that would likely benefit from Sulphurgain 15S would be inland, and so receive little sulphur deposited by ocean spray. Farms with sedimentary soil may also benefit, as these soils do not have a particularly high capacity for storing organic sulphur or sulphate sulphur. Sulphurgain 15S is particularly suited for autumn application on sheep and beef farms, especially those on sedimentary soils. When applied at 200-250 kg/ha it provides moderate rates of phosphorus and sufficient sulphur to ensure that production is not limited.

Sulphurgain 20S

Sulphurgain 20S is a good choice for farms where light rates of phosphorus are required in addition to immediate and long-term sulphur.

A typical use for Sulphurgain 20S would be on effluent areas. These often require light rates of phosphorus to supplement the phosphorus from the effluent, but they may need more sulphur than would be supplied if a superphosphate product was used.

Since Sulphurgain 20S contains equal amounts of elemental and sulphate sulphur, it provides both immediately available sulphur and a longer-lasting source of sulphur to support future pasture growth.



Sulphurgain 30S

Sulphurgain 30S is a good choice if you are looking for a fertiliser to meet sulphur requirements in situations where phosphorus is not limiting production, i.e. where relatively low rates of phosphorus are required. This situation is likely to be found on sheep and beef properties on relatively developed land.

Other factors that would favour the use of Sulphurgain 30S include low levels of extractable organic sulphur and coarse-textured soils, particularly if accompanied by high annual rainfall.

Sulphurgain 30S may be applied in either spring or autumn, since the high proportion of elemental sulphur will minimise leaching losses.



Sulphurgain 50S

Sulphurgain 50S is a good choice for high-loss soil environments where phosphorus is not limiting production, and also for situations where fertiliser is applied on a biennial or triennial basis, and a slow-release sulphur source is required. It is ideal for use on steep hill country, where fertiliser applications can only be made by aerial topdressing.

The high percentage of elemental sulphur in Sulphurgain 50S provides a reservoir of sulphur that will be converted into plant-available sulphur over a period of several years.

Sulphurgain Pure

Sulphurgain Pure has been formulated for use in combination with other fertilisers. It is not designed for application as a straight-line product. It may be used on dairy farms in autumn, being of value on properties that have both high annual rainfall (>1500 mm) and soils with a low anion storage capacity (ASC<60).

On hill country, Sulphurgain Pure should be considered if sulphate sulphur levels are below 8. It may be applied at any time of the year. Common uses include blending with DAP for autumn application, or blending with MOP for promoting clover growth on south-facing slopes.

Text 3 – Sulphurgain range

Learner's purpose for reading: To gain information for an Agriculture project

Learner evidence:

Sulphurgain Task Sheet

Read the information brochure and answer the questions.

1. What is the purpose of this brochure?

3

To explain about the different Sulphurgain products and convince people that they should purchase these products.

2. What are the main messages of the brochure? Give evidence from the text.

2

Message	Supporting evidence
<i>Sulphurgain products are suitable for NZ conditions</i>	<i>"The Sulphurgain range of products has been designed to meet the sulphur and phosphorus needs of a variety of farming conditions within New Zealand."</i>
<i>The products can help provide sulphur in the short term and the long term</i>	<i>"Addresses immediate sulphur needs" "Meets long-term sulphur requirements" "Provides maintenance phosphorus"</i>

3. What are the advantages of the Sulphurgain products?

1

*They provide sulphur immediately and over time
There are different mixes available to suit different farms / needs
They are designed for NZ conditions*

4. How is Sulphurgain Pure different from the other Sulphurgain products?

1

It only contains sulphur (no phosphate) and the sulphur is only elemental sulphur (not sulphate form).

5. Evaluate this brochure.

4

The brochure was helpful for explaining about the different products and which one is suitable for which type of situation. It also provided the specific sulphur percentages and explained how the different ingredients work. I also think the information was credible because it came from Ballance which is the producer / developer of the fertilisers.

	<p>Outcome 1: Read texts with understanding Grade: Not Achieved</p>
<p>4.</p>	<p>For Outcome, learners must read texts that reflect the reading demands described by Step 4 of the 'Read with understanding' strand of the Learning Progressions for Adult Literacy. This text is of sufficient length and complexity to meet these requirements, see Guidance Information (GI) 3.</p> <p>This sample of evidence has been taken from a portfolio of evidence generated over a period of at least one month, see GI3.</p> <p>The evidence for this text was naturally occurring from an English classroom context as part of a reading log standard, see GI3.</p> <p>Information relevant to the reader's purpose has been located. Implicit evidence of this is provided in the learner's highlighting on the original text and the learner's correct responses to the three-level guide questions. See Performance Criteria (PC) 1.1.</p> <p>This text does not meet the requirements for PC1.2. Although ideas within the text have been explored within the three-level guide questions, the standard requires learners to summarise ideas from texts read in their own words, see PC1.2.</p> <p>The text has been described in the learner's own words in terms of the writer's purpose (1). See PC1.3.</p> <p>The text has been evaluated with supporting evidence in terms of the learner's purpose for reading (2). Since the learner's purpose was to be entertained (reading for pleasure), the evaluation considers whether the learner enjoyed the text. Supporting evidence has been provided. See PC1.4.</p>

Text 4 – Butterflies

Learner 4: Not Achieved

Intended for teacher use only

Learner's purpose for reading: Reading for pleasure and to respond to reading log questions

Text read (showing the learner's highlighting):

Butterflies

By Patricia Grace

The Grandmother plaited her granddaughter's hair and then she said, "Get your lunch. Put it in your bag. Get your apple. You come straight back after school, straight home here. Listen to the teacher," she said. "Do what she say."

Her grandfather was out on the step. He walked down the path with her and out onto the footpath. He said to a neighbor, "Our granddaughter goes to school. She lives with us now."

"She's fine," the neighbor said. "She's terrific with her two plaits in her hair."

"And clever," the grandfather said. "Writes every day in her book."

"She's fine," the neighbor said.

The grandfather waited with his granddaughter by the crossing and then he said, "Go to school. Listen to the teacher. Do what she say."

When the granddaughter came home from school her grandfather was hoeing around the cabbages. Her grandmother was picking beans. They stopped their work.

"You bring your book home?" the grandmother asked.

"Yes."

"You write your story?"

"Yes."

"What's your story?"

"About the butterflies."

"Get your book then. Read your story."

The granddaughter took her book from her schoolbag and opened it.

"I killed all the butterflies," she read. "This is me and this is all the butterflies."

"And your teacher like your story, did she?"

"I don't know."

"What your teacher say?"

"She said butterflies are beautiful creatures. They hatch out and fly in the sun. The butterflies visit all the pretty flowers, she said. They lay their eggs and then they die. You don't kill butterflies, that's what she said."

The grandmother and the grandfather were quiet for a long time, and their granddaughter, holding the book, stood quite still in the warm garden.

"Because you see," the grandfather said, "your teacher, she buy all her cabbages from the supermarket and that's why."

Text 4 – Butterflies

Learner's purpose for reading: Reading for pleasure and to respond to reading log questions

Learner evidence:

Three level guide – “Butterflies” by Patricia Grace

Write “true”, “false”, or “not enough evidence” for each statement.

Level one: Reading on the lines

In this story ...

- ... the granddaughter has come to live with her grandparents. *True*
- ... after school the grandmother was weeding the flower garden. *false*
- ... the teacher read the children a story about butterflies. *false.*
- ... the family grow cabbages in their garden. *True.*
- ... the grandfather told the girl to do what the teacher said. *True.*

Level two: Reading between the lines

In this story ...

- ... the grandfather is proud of his granddaughter. *True.*
- ... the girl helps in the garden. *Not enough evidence.*
- ... the teacher is probably Pākehā. *True*
- ... the teacher doesn't like gardening. *Not enough evidence.*
- ... the girl is probably a teenager. *false.*

Level three: Reading beyond the lines

This story tells us that ...

- ... people have different cultural values. *True*
- ... teachers are smarter than grandparents. *false*
- ... gardening is a good way to save money. *false.*
- ... we should not kill butterflies. *false.*
- ... people with different backgrounds can misunderstand each other. *True.*

Additional questions

1. Why did you read this text?

Pleasure / answer questions for
reading log

2. Evaluate the text against your purpose for reading.

②

I enjoyed this text, I could relate
to the family and how their way
was different to what Pākehā people
think is right.

3. Why do you think Patricia Grace wrote this story?

①

To help people see a non-Pākehā
viewpoint and how people's assumptions
can be wrong.

	<p>Outcome 1: Read texts with understanding Grade: Not Achieved</p>
<p>5.</p>	<p>For Outcome 1, learners must read texts that reflect the reading demands described by Step 4 of the 'Read with understanding' strand of the Learning Progressions for Adult Literacy. This text is of sufficient length and complexity to meet these requirements. See Guidance Information (GI) 3.</p> <p>This sample of evidence has been taken from a portfolio of evidence generated over a period of at least one month, see GI3.</p> <p>The evidence for this text was naturally occurring from a Physical Education classroom context as part of a nutrition study. See GI3.</p> <p>Information relevant to the reader's purpose has been located (1). See Performance Criteria (PC) 1.1.</p> <p>The text does not meet the requirements for PC1.2. The text has been summarised in the learner's own words in terms of its explicit ideas (2). However, the learner has not provided supporting evidence from the text for the ideas that were identified in this text. See PC1.2.</p> <p>Examples of ideas described by the learner (without supporting evidence):</p> <ul style="list-style-type: none"> • explicit: Most people already eat enough protein and don't need to add protein products to their diets (no evidence provided) • explicit: Eating too much extra protein can damage the liver and kidneys (no evidence provided) • explicit: People should not consume extra protein without checking with their doctor or dietitian as to whether they actually need it (no evidence provided). <p>The text has been described in the learner's own words in terms of the writer's purpose (3). See PC1.3.</p> <p>The text has been evaluated with supporting evidence in terms of the learner's purpose for reading (4). Since the learner's purpose was to learn about someone's opinion, the evaluation considers whether the text detailed that opinion. Supporting evidence has been provided. See PC1.4.</p>

Text 5 – Protein powders may cause harm, Dr Libby says

Learner's purpose for reading: To understand a well-known figure's opinion about using protein powders

Text read:

Protein powders may cause harm, Dr Libby says



123rf

Protein shakes make it easy to eat too much protein, dietitians say.

Protein powders might be trendy, but a top nutritional author advises against them.

Biochemist and nutrition specialist Libby Weaver - known as Dr Libby to her legion of fans - says users risk damaging their livers and kidneys.

"If [protein] accumulates and the liver and the kidneys can't keep up with the amount of that, then health can suffer," Weaver said.

"There are many of them [powders] that are way too concentrated in proteins."

Weaver said not enough is known about the long term consequences of drinking isolated extracts.

"It is all very new, really, from an evolutionary perspective. They might be completely safe, but we don't really know that yet."

She said personalised advice should be sought before adding isolated protein into a diet, especially for people with health complications such as autoimmune diseases.

"There's been this big cultural shift for people to eat bucket loads of protein and protein powder.

"I personally don't believe that they are necessary ...They're just available everywhere now."

Weaver said there is nothing in nature that is 100 per cent protein. The highest is animal meat such as beef, chicken and fish, all about 25 per cent protein.

"If you're having a protein drink, some of them are going to be 80 per cent or even higher in their protein content."

Science currently advises about 1 gram of protein per kilogram of body weight per day.



SUPPLIED

Dr Libby Weaver says we don't know enough about some of the long term consequences of drinking protein shakes.

A government-run Health Promotion Agency survey found that 14- to 18-year-old males on average exceeded the recommended dietary intake (from any source) by 40g.

Registered Waikato dietitian Katherine Webby said while protein powders can help athletes, they are unnecessary for the average person.

"Long term, if you were really exceeding your protein intake, it can increase your risk of things like bone fractures or osteoporosis.

"If someone has a pre-existing kidney disease or if their kidneys are a bit dodgy already, then consuming lots of protein could accelerate the decline of their kidney functions."

Webby said food trends have seen lots of people increase their protein intake without checking with a dietitian or doctor.

"Most people are exceeding their daily requirements of protein through food alone, mainly by increased portion sizes. Throw protein shakes into the mix and you can kind of see how it stacks up.

"There's no added benefit from exceeding those requirements and, in fact, there are those risks."

Protein powders are widely available in supermarkets, health stores and pharmacies.

There are currently no restrictions on the amount of sugar, carbohydrate or protein that protein powders can contain, since they are considered a supplementary food.

According to MPI, under the Supplemented Food Standard, protein powders considered to be supplemented food or formulated supplementary sports foods must include the recommended daily dose of the nutrition found in the supplement if exceeding the recommended dosage of a product could cause harm.

Under the Formulated Supplementary Sports Food Standard, manufacturers must state that it should be used alongside appropriate exercise and is not suitable for children under 15 or pregnant women unless under medical or dietetic supervision.

- Stuff

Text 5 – Protein powders may cause harm, Dr Libby says

Learner's purpose for reading: To understand a well-known figure's opinion about using protein powders

Learner evidence:

I read this article as part of my nutrition project to learn about what Dr Libby thought about protein powder and protein products. I found it very

④ interesting and I was surprised by what she said, because she said that we

① ② already eat enough protein and that most people don't need to add

protein shakes or whatever to their diets. And she said that if we have

① too much extra protein then it can actually do damage to our liver and

④ kidneys. This was very interesting and surprising since I always see people

who are supposedly fit and healthy using protein powders. Dr Libby was

③ trying to warn people not to just consume all this extra protein without

checking first with their doctor or dietitian to see whether they actually

needed it, because it might be harmful. This was the first time I have

④ heard or read this opinion so I was glad that I found this article.

	<p>Outcome 1: Read texts with understanding Grade: Not Achieved</p>
<p>6.</p>	<p>For Outcome 1, learners must read texts that reflect the reading demands described by Step 4 of the 'Read with understanding' strand of the Learning Progressions for Adult Literacy. This text is of sufficient length and complexity to meet these requirements. See Guidance Information (GI) 3.</p> <p>This sample of evidence has been taken from a portfolio of evidence generated over a period of at least one month, see GI3.</p> <p>The evidence for this text was naturally occurring from a Foundation Skills classroom context as part of daily reading activities. See GI 3.</p> <p>Information relevant to the reader's purpose has been located, (1) see Performance Criteria (PC) 1.1.</p> <p>The text has been summarised in the learner's own words in terms of its ideas. Supporting evidence for these ideas has been provided. Both explicit (2) and implicit (3) ideas have been summarised. See PC1.2.</p> <p>Examples of ideas and supporting evidence described by the learner:</p> <ul style="list-style-type: none"> • explicit: the movie was quite entertaining (evidence: list of adjectives from the text) • implicit: overall the reviewer did not think the Pitch Perfect movies were really great movies (evidence: relevant quotes). <p>The text does not meet the requirements for PC1.3. The text has not been described in the learner's own words in terms of the writer's purpose; instead, the learner has described his/her own purpose for reading the text (4) Information about the learner's purpose for reading is needed to support evidence related to PC1.1 and 1.4, but learners are also required to describe the writer's purpose for each text read. See PC1.3.</p> <p>The text has been evaluated with supporting evidence in terms of the learner's purpose for reading (5). Since the learner's purpose was to find out a reviewer's opinion in order to make a decision, the evaluation considers whether the text provided the information the learner was looking for. Supporting evidence has been provided see PC1.4.</p>

Text 6 – Pitch Perfect 3: A cheerful and good-natured series ender

Learner's purpose for reading: To find out a reviewer's opinion about a new movie and decide whether to go and see the movie

Text read:

Pitch Perfect 3: A cheerful and good-natured series ender



FOX

Rebel Wilson and the rest of the Barden Bellas return in Pitch Perfect 3.

Pitch Perfect 3 (M, 93 mins) Directed by Trish Sie ★★★½

There's a lot to be said for not watching a film on the same day you make an urgent appointment to see a dentist because one of your molars feels like someone set off a truckbomb under it.

Probably just as well then that *Pitch Perfect 3* turned out to be actually likeable and entertaining, in a if-you-didn't-mind-the-first-two kinda way.

That or the Tramadol was kicking in. It's possible.

Pitch Perfect 3 picks up the lives of a capella troupe The Bellas a few years after the events of the bloated and slightly mis-begotten *Pitch Perfect 2* (they don't spend a lot of time on thinking up catchy new titles in this franchise).

The team – mostly Anna Kendrick, Hailee Steinfeld and Rebel Wilson – reunite after a chance offer to perform on a tour of US military bases in Europe. Rivalry with fellow touring acts basically sees the plot retread its school singing-competition blueprint, while offering a few opportunities for some raunchier gags than the first installment ever allowed.

The introduction of John Lithgow – who is having a superb renaissance – as Wilson's Australian and criminal Dad leads to a couple of happily unhinged set-pieces and chase scenes.

Pitch Perfect 3 closes out the franchise in cheerful and good-natured style. Director Trish Sie (she made that fantastic OK Go music video with the band dancing on treadmills) keeps the film bubbling along with the usual mix of deceptive smarts and sheer exuberance.

If you've ever enjoyed a *Pitch Perfect* film, you'll like this one just fine.

- Stuff

Text 6 – Pitch Perfect 3: A cheerful and good-natured series ender

Learner's purpose for reading: To find out a reviewer's opinion about a new movie and decide whether to go and see the movie

Learner evidence:

Daily Reading Log

Name of text: "Pitch Perfect 3: A cheerful and enjoyable series ender"

(For fiction texts) What happened in this text? OR

(For non-fiction texts) What did you find out from reading this text?

I found out who was in the movie ~~and~~ (Anna Kendrick, Hailee Steinfeld, Rebel Wilson, John Lithgow) and also the basic plot.

What was the purpose of this text?

- ④ I wanted to find out if "Pitch Perfect 3" is a good movie so I could decide whether to go and see it.

List some ideas or messages from this text in your own words. Give evidence from the text to support your answers.

- ①② The reviewer thought the movie was quite entertaining. She said it was "cheerful", "good-natured", "bubbling along", "likeable", "entertaining".

- ①③ But overall the reviewer doesn't think these are really great movies. Because she says the 2nd movie was "bloated and slightly misbegotten" and says the 3rd was okay "if-you-didn't-mind-the-first-two".

Evaluate the text based on your purpose for reading it.

- ⑤ It was helpful. I liked the other two Pitch Perfect movies so based on this review I think I will like number 3. That's what the reviewer said at the end - "If you've ever enjoyed a Pitch Perfect movie, you'll like this one just fine".
- ①

	<p>Outcome 1: Read texts with understanding Grade: Not Achieved</p>
<p>7.</p>	<p>For Outcome 1, learners must read texts that reflect the reading demands described by Step 4 of the ‘Read with understanding’ strand of the Learning Progressions for Adult Literacy. This text is of sufficient length and complexity to meet these requirements. Refer to Guidance Information (GI) 3.</p> <p>This sample of evidence has been taken from a portfolio of evidence generated over a period of at least one month, see GI3.</p> <p>The evidence for this text was naturally occurring from an English classroom context involving a Famous New Zealanders investigation. See GI1.3.</p> <p>Information relevant to the reader’s purpose has been located. (1) See Performance Criteria (PC) 1.1.</p> <p>The text has been summarised in the learner’s own words in terms of its ideas. Supporting evidence for these ideas has been provided. Both explicit (2) and implicit (3) ideas have been summarised. See PC1.2.</p> <p>Examples of ideas and supporting evidence described by the learner:</p> <ul style="list-style-type: none"> • explicit: Buck Shelford was a New Zealand hero (evidence: fans wanted him back on the field) • explicit: his fans wanted him back on the field (evidence: fans brought “Bring back Buck” placards) • implicit: Buck Shelford was passionate about being Māori (evidence: how he “brought the Māori back into the haka” and the effect his haka had on people – spine shiver / goose bumps). <p>The text has been described in the learner’s own words in terms of the writer’s purpose, (4) see PC1.3.</p> <p>The text does not meet the requirements for P 1.4. The text has been evaluated with supporting evidence, but the evaluation does not relate to the learner’s purpose for reading (5). The evaluation considers the learner’s interest and enjoyment of the text, but the learner’s purpose for reading was to learn about a famous New Zealander.</p>

Text 7 – Buck Shelford

Learner 7: Not Achieved

Intended for teacher use only

Learner's purpose for reading: To learn about a famous New Zealander

Text read:

Biography of Buck Shelford

The following is a biography from Alan Duff's book *Māori Heroes*.



Quick Facts

Born: 13 December 1957

Grew up: Rotorua

Schools: Western Heights High School, Rotorua

Claim to fame: One of the most loved and respected All Black captains

No All Black grabbed the public imagination quite like Buck Shelford. He wasn't blessed with the incredible skills of Zinzan Brooke. He wasn't the man mountain that Brian Lochore, former All Black captain and number 8, was. Yet whenever he picked up the ball from the base of the scrum, or received it in a pass, the spectators felt an immediate, involuntary thrill. 'Buck's got it!' they gasped, expecting anything, including the impossible. And as often as not he delivered the impossible.

Buck ran through opposition players, he flattened them with a mighty hand fend, he bumped them off him, he smashed them over, he bullocked for metre after metre with several would-be tacklers hanging off him like insects making a nuisance of themselves. And he swatted them away like insects!

Statistics are not what Buck Shelford is about. Like all legendary figures, you just see the man standing there, his achievements not so much numbers as a feeling inside you, of respect and admiration. As a Māori All Black captain, a New Zealand sevens star, and captain, or the NZ Combined Services tour of the UK, he led them all.

Unfair dismissal

He was dropped unfairly from the All Blacks, a victim of politics, selectors and a coach not big enough to confront him with concerns that his form wasn't up to his best.

At rugby grounds all over New Zealand, the placards screamed 'Bring Back Buck!' Zinzan Brooke had taken his place and another mighty player of greatness was on his way, but most of the country wanted 'their' Buck back. For a couple of years after he retired, they still compared Zinny to Buck, with Buck often winning the vote.

Goosebumps

When Buck did the haka before a test it made your spine shiver and goosebumps come up all over you. He brought the Māori back into the haka! He put the man into the traditional challenge, so you knew what you were in for, and God help the opposition!

Buck's hard attitude was central to his success. He was a fitness fanatic, developing his superior fitness as a PT instructor in the Navy,

and when most other players had given up after training Buck would want to carry on.

I went to an All Blacks practice session when they were preparing in Christchurch for the 1987 World Cup. They were packing down scrum after scrum against an invited forward pack – and getting a hard time from those young wannabes! Then Buck roared at his forwards words we can't print here and the All Black pack proceeded to tear their opponents apart.

Much respect

Once during a World Cup test against Wales an All Black lock was coming to the sideline for treatment to a nasty head cut when suddenly Buck's voice boomed: 'Murray! Get back here!' Murray Pierce turned immediately and ran back to join the scrum. To hell with the injury.

There was another game played against a Welsh team in a gale force wind of 100 kph. In the second half even a tap kick by the opposition would have gone two-thirds the length of the field. But Buck was ready, with a captain's decision and a captain's will to see it was carried out.

Letting the other side have the ball could have easily resulted in a try. The All Black captain exhorted his players, he urged them, he grabbed tiring players and gave words of encouragement. He inspired a win against impossible odds.

With North Harbour he established a growing reputation as a very good coach. It would surprise no-one to see that name one day in the future as All Black coach. We bet they don't lose many games under Buck Shelford.

Text 3 – Buck Shelford

Learner's purpose for reading: To learn about a famous New Zealander

Learner evidence:

Who is Buck Shelford?

- ① A former All Black who played in the 1980s. He was the captain of the All Blacks, Māori All Black, and a New Zealand sevens star. He was known as a leader and looked up to by fellow team players.

What is the main idea of this text? How does the text express this idea?

- ② That Buck Shelford is a New Zealand hero. The text shows that he is a well-respected player and loved by his fans. In the text Duff says that his fans would bring placards with "Bring back Buck" showing that his fans wanted him back on the field.
- ① ②

How is Buck Shelford's career in the All Blacks important historically or culturally?

- ③ Buck Shelford showed the world how he was passionate about being Māori by performing the haka. The text says "When Buck Shelford did the haka it made your spine shiver and goose bumps come up all over you." Culturally the text says "he brought the Māori back into the haka!" The haka is still performed by rugby teams throughout New Zealand. First XV teams perform it before their games and Shelford was one of the first players to insist it was done properly.
- ①

What was Alan Duff's purpose in writing this text?

- ④ To inform everyone about Buck Shelford's legacy and to show that you can be proud to be Māori. Buck Shelford was just as good a rugby player as any of the others, well respected, and he was proud to represent New Zealand as Māori. Alan Duff called his book 'Māori Heroes'.

Evaluation

- ⑤ I found this article interesting. I enjoyed reading about Buck Shelford because I think he is a great rugby player.