



Mana Tohu Mātauranga o Aotearoa  
New Zealand Qualifications Authority

## **Exemplars of candidate responses**

### **Literacy Writing 2022 assessment items**

#### **Unit Standard 32405**

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

These sample annotated exemplars are a partial sample of candidate evidence, with a commentary.

**AS THIS UNIT STANDARD IS PART OF A PILOT FROM 2021 TO 2023, CARE SHOULD BE TAKEN WHEN USING THESE PARTIAL EXEMPLARS FOR PLANNING AND ASSESSMENT PURPOSES.**

**Literacy: Writing (32405)****Exemplar**

The writing assessment required students to complete three tasks – two pieces of writing and a number of short-answer questions. Students were required to complete all three tasks. All three tasks provided evidence that contributed to the final assessment decision. The following are examples of student writing with marker commentary.

**Sample 1**

<b>Question</b>	This candidate selected the option to “write an article for your community newspaper about how you think your local environment could be improved”.
<b>Candidate response</b>	<p>Every day walking down the street you see rubbish flying past you or shiny crumpled chip packets that have been thrown into the road. Walking past the sea or a river you see pieces of people’s everyday rubbish sitting there ready to take the life of a fish. New Zealand has a problem with littering, and everyone knows it. Things need to change for our new generation, nobody wants their kids to come into a dirty and toxic world. Everyone would live much more joyous lives knowing their family and friends could flourish.</p> <p>Over the years, scientists and environmentalists have stated facts on top of facts on how climate change is escalating faster than ever before, how our very own earth is heating up, suffering because of our mistakes. Most of these problems are caused by humanity itself. Every day toxic fumes and dirty smoke billow into our air, our fresh air, and that’s all because of us.</p> <p>Factories mass producing goods at the massive price of destroying our ecosystem. Although it would be a hard task, we could try to stop promoting factories like these by not buying all the unnecessary material things humans buy every day. Maybe this could give New Zealand a desperate shot at fighting climate change but that’s not all we could do.</p> <p>Another way we are destroying our amazing world is by polluting our earth with rubbish. If everyone played their part by putting their trash in the bin just 5 steps away instead of throwing it at the ground, the world would be a cleaner place almost instantly. So let’s all aim for cleaner streets, rivers, and air, not just for us, but for the next generation.</p>
<b>Notes on requirement 1.1</b>	<p>The main idea is clear, relevant, and appropriate for the purpose and audience.</p> <p>The ideas have been convincingly elaborated on with specific details, examples, and reasons that work together to assist reader understanding of the issue.</p> <ul style="list-style-type: none"> <li>• The article sustains the focus on how we (the audience) can improve the environment (the purpose).</li> <li>• The examples explain why the environment should be improved, such as the effect of litter (e.g., chip packets) on fish, the consequences of toxic factory fumes (climate change), the damage to the eco system by the buying of unnecessary goods.</li> <li>• The examples all relate to and support the article’s intent (to promote change in our behaviour).</li> <li>• Further development could focus more explicitly on what could be done to improve the reader’s local community.</li> </ul>

<p><b>Notes on requirement 1.2</b></p>	<p>The text structure clearly supports the communication of the ideas and the information to the reader.</p> <ul style="list-style-type: none"> <li>• The structure suggests that the article has been carefully planned, providing overall coherence.</li> <li>• The first sentence of the first paragraph introduces the reader to the issue by providing an easily understood visual example (chip packet and fish). The paragraph moves from the example to the consequence of a “dirty toxic world” to an alternative world that is “joyous” where we will “flourish”.</li> <li>• The following paragraphs provide further examples of damage to the environment, linking the actions back to “us” and the “you” in the first paragraph.</li> <li>• The use of “another way” and “these problems” helps to link the ideas so that a coherent argument is developed.</li> <li>• The final sentence provides closure, with a call to action to change our behaviour (“let’s all aim ...”).</li> </ul>
<p><b>Notes on requirement 1.3</b></p>	<p>The language choices, such as vocabulary, register, tone, and sentence composition all work effectively for the purpose and audience.</p> <ul style="list-style-type: none"> <li>• The writer effectively balances an inclusive conversational tone (“we”, “our”) with a more direct assertiveness (“you”), in order to convince readers to change their behaviour.</li> <li>• The use of words such as “everyone”, “everyday”, “our own” and “we are” continues to keep the reader involved throughout the article.</li> <li>• Specific, precise vocabulary, such as “scientists”, “toxic”, “environmentalists”, “ecosystem” and “climate change” add a serious tone and weight to the argument.</li> <li>• Descriptions of “shiny crumpled chip packets” and “dirty smoke billow into our air” are clear visual images that everyone can relate to.</li> <li>• There is an effective variety and balancing of sentence styles and types. For example, the first two sentences are a mix of description (“see rubbish flying past”) and narration (“Walking past the sea...”), with the next sentence changing to an expository style (“New Zealand has a problem...”) effectively pushing home the purpose of the article.</li> <li>• This pattern of longer, descriptive sentences followed by a shorter, emphatic, explanatory one is continued in the next paragraph (“Over the years ...”, “Most of these problems ...”).</li> </ul>
<p><b>Notes on requirement 1.4</b></p>	<p>A range of text conventions (grammar, punctuation, spelling) are used with sufficient accuracy and control to communicate ideas about what could be done to improve the environment.</p> <ul style="list-style-type: none"> <li>• There are some well-constructed complex sentences, e.g., the sentence beginning “Although ...” in the third paragraph.</li> <li>• Although there are some technical errors, they are minor, e.g., the run on sentence in the first paragraph and the incomplete sentence at the beginning of the third paragraph. The use of commas could be clearer. For example, a comma is required in “shiny crumpled chip packets” and commas are needed to separate clauses in complex sentences such as “Walking past the sea or a river, ...”.</li> </ul>

## Sample 2

<b>Question</b>	This candidate selected the option to: “write a letter of application to request a place on one of the following adventure programmes: Bush Adventure, Ocean Adventure or City Adventure”.
<b>Candidate response</b>	<p>Dear Maria Jones</p> <p>Greetings.</p> <p>I am interested in applying for the bush experience offered by Aotearoa Adventures. I think this would be an amazing opportunity and I would like you to consider my application.</p> <p>I am a 15 year old who loves trying new things and forming new friendships through experiences. I go to the local high school and enjoy being part of all kinds of activities and opportunities. For example, I have previously signed up for events like adventure racing, tennis, rowing and even indoor bowls. I find that getting out of my comfort zone helps me build confidence and connect with people I might never have talked to before.</p> <p>I am applying for the Bush Adventure because I believe this will be a great way for me to see a part of New Zealand in a way that I have never experienced before. Hiking past rushing waterfalls and camping in the amazing forests of Aotearoa really stand out to me as they are things that I have always wanted to try. I am interested in learning more about nature and the environment along with having an incredible adventure.</p> <p>Thank you for this wonderful opportunity</p> <p>John Brown</p>
<b>Notes on requirement 1.1</b>	<p>The content is relevant and appropriate for the purpose and audience.</p> <p>There is evidence of idea development with specific details, examples and reasons that work together to assist reader understanding of the issue.</p> <ul style="list-style-type: none"> <li>• The letter sustains the focus on applying to Maria Jones (the audience) for an opportunity on one of the offered programmes (the purpose).</li> <li>• The idea (application for a Bush Adventure) is developed with details of the writer’s involvement in previous activities, indicating that the applicant is someone who enjoys taking advantage of a range of opportunities.</li> <li>• Specific, relevant examples of what the writer would like to experience, “interested in learning more about nature and the environment”, are consistent with a desire to go on a bush adventure.</li> </ul>
<b>Notes on requirement 1.2</b>	<p>The text structure supports reader understanding of the ideas and the information through logical sequencing, linking, and paragraphing. The structure suggests that the letter has been carefully planned.</p> <ul style="list-style-type: none"> <li>• The writing is formatted appropriately as a letter, with a salutation and closure. The letter is correctly addressed, as provided in the instruction.</li> <li>• The first paragraph appropriately states the purpose of the letter (application) and for which programme (Bush Adventure).</li> <li>• The second paragraph provides biographical information to assist with the application. The writer’s interest in outdoor activities is supported with relevant examples and details.</li> <li>• The third paragraph explains why the bush adventure has been chosen and what the writer expects from the programme (“part of New Zealand ... never experienced before”).</li> <li>• The final paragraph closes the letter appropriately, with a “thank you” and signature.</li> </ul>

<p><b>Notes on requirement 1.3</b></p>	<p>The language choices, such as vocabulary, register, tone, and sentence composition are appropriate for the purpose and audience with some variety and interest for the reader.</p> <ul style="list-style-type: none"> <li>• There is an appropriate level of respectful formality, as appropriate for someone the writer does not know. For example, “I would like you to consider my application” and “Thank you for this wonderful opportunity”.</li> <li>• There is sufficient evidence of a ‘sense of the person’, with details such as “that getting out of my comfort zone helps me build confidence and connect with people I might never have talked to before”.</li> <li>• There is sufficient evidence of a genuine interest in this type of adventure with the use of language such as “rushing waterfalls and camping in the amazing forests”.</li> <li>• Many sentences begin with “I ...”, as appropriate for a personal application, but some variation might help make the letter more engaging.</li> <li>• Use of more precise vocabulary, other than “amazing”, “incredible” and “wonderful” could also enhance the writing.</li> </ul>
<p><b>Notes on requirement 1.4</b></p>	<p>Text conventions (grammar, punctuation, spelling) are used with sufficient accuracy to communicate the ideas and the information clearly.</p> <ul style="list-style-type: none"> <li>• The occasional awkward expression does not detract from the overall communication.</li> </ul>

## Sample 3

<b>Question</b>	This candidate selected the option to: “write a letter to the mayor asking if you and your friends can use one of the old buildings for an arts space”.
<b>Candidate response</b>	<p>Dear Mayor: Me and my friends really like music mainly underground music from artists you never heard of before it makes you think that there is all this talent out there but nowhere for people to record it and put it out there. Thats where our proposal comes in, we thought it would be a very cool idea to use the old Maori arts museum that has since moved into the local museum and make it into a music studio. It would be a space for local musicians to get the experience of a real music studio rather than their bedroom, it would be run by us as the studio technicians and also have a space for holding small concerts to give the community a chance to hear some music they might not have heard before, local radio stations could run competitions for people to get a day of recording in the studio for free and we can also run workshops for the community if they want to get into the music production business or make their own music, overall giving our studio the green light would be an incredible oppurtunity for the town to be put on the map for the arts and now music and lets not forger that it would give an incredible oppurtunlty to artists and bands in the community to put themselves out there and find success around the globe. so overall Mr Mayor I hope you can see the huge benifits of allowing the studio to go ahead and making use of old buildings that would otherwise be demolished.</p> <p>I hope this proposal has opened your mind to the world of music and the oppurtunities it opens for people like you and me.</p>
<b>Notes on requirement 1.1</b>	<p>The content is relevant and appropriate for the purpose and audience.</p> <p>There is evidence of idea development with specific details, examples, and reasons that work together to assist reader understanding of the issue.</p> <ul style="list-style-type: none"> <li>• The letter, addressed to the mayor (audience) focuses on how the writer and their friends would use a building for a music studio (purpose).</li> <li>• The letter gives reasons for using, rather than demolishing, a building.</li> <li>• Information about how the group would use the building is provided, such as (“a real music studio”, “a space for holding small concerts”, “local radio stations could run competitions”, “get into the music production business”, “workshops for the community”).</li> <li>• Reasons why a music studio is a good idea are given, for example, “local musicians to get the experience”, “hear some music they might not have heard before”, “incredible oppurtunity to artists and bands”</li> <li>• The list is almost overwhelming, and although the examples are both relevant and appropriate, selecting fewer of the ideas and elaborating on them with further detail, could lead to a more convincing letter.</li> </ul>

<b>Notes on requirement 1.2</b>	<p>The text is generally structured and supports reader understanding of the intent of the letter.</p> <ul style="list-style-type: none"> <li>• The letter appropriately addresses the mayor, and ends with a closing sentence, although there is no sign-off.</li> <li>• There is, generally, a logical sequencing of ideas, although further paragraphing could help reader understanding.</li> <li>• The intent of the letter (use of a building) comes in the second sentence: stating this at the beginning of the letter could help the mayor (the audience) focus more clearly on the request.</li> <li>• Many different valid and interesting reasons are given for a potential music space. Organising these reasons into separate paragraphs would provide greater clarity and coherence. For example, the possible local activities and users of the studio is a separate reason from the idea “for the town to be put on the map”. The potential development of “artists to ... find success around the globe” is a different reason again.</li> </ul>
<b>Notes on requirement 1.3</b>	<p>The language choices, such as vocabulary, register, tone, and sentence composition are generally appropriate for the purpose and audience.</p> <ul style="list-style-type: none"> <li>• There is a sense of the writer’s passion and interest in a potential music studio, with the use of words like “cool idea”, “the green light”, “incredible opportunity”, “huge benefits”, etc.</li> <li>• However, this enthusiasm could be balanced, at times, with a slightly more formal approach: sentences such as “so overall Mr Mayor I hope you can see the huge benefits” and “I hope this proposal has opened your mind ...” could be modified to be less assertive.</li> <li>• There is limited evidence that sentences have been thoughtfully constructed for both sense and purpose.</li> <li>• Use of a wider range of vocabulary, rather than the repetition of phrases such as “incredible opportunity”, “out there”, “never heard before” could help create reader interest.</li> </ul>
<b>Notes on requirement 1.4</b>	<p>There is limited evidence of control of writing conventions. The text requires work from the reader.</p> <ul style="list-style-type: none"> <li>• The consistent pattern of long run-on sentences makes the content, at times, difficult to follow.</li> <li>• Some spelling and grammatical errors need correcting.</li> </ul>

## Sample 4

<b>Question</b>	This candidate selected the option to “write an article explaining why you think fewer young people are involved in sport now than in the past”.
<b>Candidate response</b>	<p>Fewer young people play sports because their families maybe busy doing other things that take up time during the times that they would be playing sports. these could be some other things that the parents have made for other children or maybe the fact that the parents dont want their kid to be part of a sports team could affect the fact that the parents want the kid to study, that will help them get a job later in life. They may not have the money to play that sport so this is why we need to make sports a more affordable thing allthroughout New Zealand, and maybe even the world. or maybe the fact that that kid is too scared to play the sport, so this is another reason why we need to make these sports as fun as possible and more appealing to the kid, can all effect why these young people do not have the oppurtunity to play sports, but with the solutions we might be able to make a difference.</p> <p>I think this can be a problem because these kids who grow up without playing a sport may also grow up to be antisocial which can lead to depression and anxiety because they may be missing out on having some friends to talk to, they can also become very unhealthy with can lead to problems later in life like diabetes and being overweight. But, if we use very fun methods of play to encourage these kids to have a go, and to try everything with the best theyve got, we can get more people active and more involved in team aspects which helps to build up social nature, and more healthy and ready for anything kids.</p>
<b>Notes on requirement 1.1</b>	<p>The content shows some relevance for the purpose and audience.</p> <ul style="list-style-type: none"> <li>• A number of relevant ideas about the topic are provided. For example, “their families maybe busy doing other things that take up time”, “parents want the kid to study”, “They may not have the money”, “too scared to play the sport”.</li> <li>• The ideas are simple and straightforward with little development.</li> <li>• Some consequences of not playing sport are also listed, such as “grow up to be antisocial which can lead to depression and anxiety”, “missing out on having some friends”, “can also become very unhealthy”.</li> <li>• However, although both these lists (reasons and consequences) are valid, further elaboration is needed to show development of ideas. Selecting just one or two points and developing detail and examples could help meet this requirement.</li> </ul>
<b>Notes on requirement 1.2</b>	<p>Some text structure is evident, but further work is required to create a more coherent text.</p> <ul style="list-style-type: none"> <li>• The text needs an introductory sentence to establish the purpose of the article (instead of going straight into the first point).</li> <li>• The provided reasons could then be organised into paragraphs.</li> <li>• The writer begins a second section with “I think this can be a problem”. Although some valid problems are listed, there is some overlap with the first section.</li> <li>• The 'solutions' are scattered across both sections of the writing, causing some confusion for the reader.</li> <li>• A more logical and coherent structure is required to support reader understanding.</li> </ul>



<p><b>Notes on requirement 1.3</b></p>	<p>The language choices, such as vocabulary, register, tone, and sentence composition, are sometimes appropriate for the purpose and audience.</p> <ul style="list-style-type: none"> <li>• There are some specific words used, like diabetes, antisocial etc. and an interesting use of phrases such as “ready for anything kids”. There is also some lack of precision, e.g., “things” “very fun”, etc.</li> <li>• The register and tone are generally appropriate, although the repeated use of “the kid” and “these kids” does not reflect the importance of the message.</li> <li>• There is some use of cause-and-effect language (because) which is appropriate for an explanation.</li> <li>• There is limited evidence of an understanding of sentence types and variety.</li> <li>• The text reads as an ‘outpouring of thoughts’ rather than a carefully constructed piece of writing.</li> </ul>
<p><b>Notes on requirement 1.4</b></p>	<p>It is difficult to follow the logic of the writing and the communication of ideas.</p> <ul style="list-style-type: none"> <li>• There is limited evidence of an understanding of the structure of a sentence, which significantly interferes with the communication of the ideas.</li> <li>• There is a lack of punctuation (e.g., commas) to mark sentences and to assist the reader to make meaning of the text.</li> <li>• Careful editing and proof reading might have resulted in a more coherent and purposeful text. For example, editing sentences such as “these could be some other things that the parents have made for other children”, “the parents dont want their kid to be part of a sports team could affect the fact that the parents want the kid to study”, “and more involved in team aspects which helps to build up social nature”.</li> </ul>