



National Certificate of Educational Achievement
TAUMATA MĀTAURANGA Ā-MOTU KUA TAEA

Exemplar for Unit Standard English Language Level 3

This exemplar supports assessment against:

Unit Standard 28070

Write a response for a specific purpose (EL)

An annotated exemplar is an extract of student 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>Grade Boundary: Low Excellence</p>
<p>1.</p>	<p>For Excellence, the learner needs to write a response for a specific purpose effectively.</p> <p>This involves:</p> <ul style="list-style-type: none"> • communicating the specific purpose of the response • using content, structure and organisation appropriate to the specific purpose, topic and response text type • linking ideas effectively using a range of different cohesive devices • writing coherent and cohesive text with minimal lapses • using an extended range of language features and vocabulary effectively • conveying meaning with minimal inaccuracies. <p>This learner has written a response to an event, a school cultural festival, for a school magazine.</p> <p>The specific purpose of the response is indicated in the heading '<i>Response to an event – a review</i>'.</p> <p>Content, structure and organisation are appropriate for a review. The introduction states the name, location and date of the event. Central paragraphs describe the performance of different cultural groups and audience reactions. The conclusion describes the festival finale.</p> <p>The response is coherent throughout, and ideas are linked effectively using a range of different cohesive devices. These include transition signals in topic sentences (1), and grammatical cohesive devices, e.g. pronoun reference, adverbs and conjunctions.</p> <p>An extended range of language features are used. These include simple, compound and some complex sentences (2) and past tense verb forms, including passive voice (3). Comma splice sentences are quite frequent. An extended range of vocabulary, especially positive adjectives, is used to describe the performances precisely and effectively (4). Inaccuracies are minimal.</p> <p>For a more secure Excellence, the learner could improve punctuation accuracy at the level of individual sentences, and use more complex sentence structures.</p>

Response to an event – a review
W_____ High School Cultural Festival

The annual W_____ High School Cultural Festival took place in the W_____ High School Saturday 16th of June. It was an incredible night to all the audience.

② The Cultural Festival started with a promo video about WHS which immediately caught their attention, then the comperes came out and gave a brief rundown of what would happen that night. Afterward, the stage light became dim and the first act started.

① The Maori group came first and gave people a spirited Karakia and Kapa Haka performance. ④ The sonorous voice and lively action suddenly heated the whole hall and gained huge applause.

The programme rolled along swiftly. The elegant Samoan and Thai traditional dance deeply attracted the audience. The following group, the German group, performed their special Fliegerlied. They started by lying on the ground and then danced together delightfully... Then it came to the Hong Kong group. They chose a famous Cantonese love song, Nei Mun Ngo Mun. The three boys perfectly brought their emotion to this song and provided melodious singing. ④ The accompaniment from the guitar flawlessly blended with the song. The Hong Kong group won huge applause.

① The biggest highlight was the China group cup song. Covered by the dim stage light, the Chinese group well-ordered got on to the stage calmly. They set up their table, sat formally, held their cups and the performance started. As the graceful background music started, the audience seemed to be taken to a nature place, the insects buzzed, the wind sound drew a quiet autumn farm picture in people's mind. Then the groups started singing... ② The knocking from their cups fitted the melody which gave the song more rhythm. When it came to the first refrain, their operation on the cups turned more rapid, the skilful movement of their cup showed they were well practiced. During the break of the song, those performers began clapping their hands according to the melody. ③ The audience was infected by the music and were clapping their hands accompanying them. The whole hall's atmosphere seemed completely driven by their performance. ④ Their song was sometimes lively and sometimes mellifluous...

① Another highlight was the Japanese fishing dance. The performers first stood on the stage with their traditional clothes on, when the background music appeared, they started dancing. The music was in an ancient style, and it described the way that people fished in the past in Japan. ③ In their performance, their act perfectly suited the music, and gave people a sense of the tremendous momentum and brought a vivid fishing spectacle to their sight. A huge cheer was awarded to them after they ended.

① At the end of the Cultural Festival, all the International Students went on to the stage and chorused together, "Can't stop the feeling". They stood at the front of the stage and all of them were full of energy. ② They were singing and laughing, declaring they were the master of the stage, they were one of the essential part of the school. Their passion brought the Cultural Festival to the climax and brought unforgettable impressions into their mind.

512 words

	Grade Boundary: Low Merit
2.	<p>For Merit, the learner needs to write a response for a specific purpose.</p> <p>This involves:</p> <ul style="list-style-type: none"> • communicating the specific purpose of the response • using content, structure and organisation appropriate to the specific purpose, topic and response text type • writing coherent and cohesive text with minor lapses • using a wide range of language features and vocabulary • conveying meaning with minor inaccuracies. <p>The learner has written a response to a written text, a short story, <i>The Lottery</i>.</p> <p>The specific purpose of the response, to discuss two themes of the story - blindly following tradition and brainwashing – is communicated.</p> <p>Content and structure are appropriate, although the introductory and concluding paragraphs need to be more concise. The introduction provides the title and author, summarises the story and states the purpose of the response. The central paragraphs discuss each theme in the context of the story. The conclusion reiterates the writer’s opinion, but also adds more real-life examples from different countries.</p> <p>The response is coherent. Ideas are presented in a comprehensible manner and logical order. Ideas are linked within paragraphs and sentences using a range of cohesive devices, including some connectives, relative pronouns, conjunctions, and pronoun reference (1).</p> <p>A wide range of language features are used. These include simple, compound and complex sentences (2), present and past tense verb forms and modals (3). A wide range of topic-specific vocabulary, including collocation, is used (4). Lapses in control are minor.</p> <p>For a more secure Merit, the learner could improve paragraph organisation.</p>

In the short story 'The Lottery', written by Shirley Jackson, I studied about brainwashing and have learnt that blindly following tradition could be dangerous. The story is set in a New England village, on the 27th of June between 10am and noon. People in the village are doing a lottery. The person who won the lottery will get stoned to death. Mrs Hutcherson, who is a

2 housewife in the story was trying to drag her family into it, when her family got picked so that it would be less chance for her to win the lottery. My purpose is to write about blindly

4 following tradition and brainwashing, and to explain why they can be dangerous.

3 I believe that blindly following tradition can be dangerous. You can see that from the lottery the villagers do every year, which is their tradition and has been going on for decades.

1 According to the story, some of their neighbour villages have been having that tradition as well but they had stopped, because they think it's bad. An example of blindly following

1 tradition is on Mrs Hutcherson, who got stoned to death at the end, because she and all the people were blindly following that tradition. We learnt that we shouldn't blindly follow tradition,

1 instead we should think and study about it, and consider if it's good to do or not.

I've studied about brainwashing. Brainwashing is when someone tries to convince you to listen to their ideas, do what you're told... The old man Warner spread rumours around,

2 saying that it's stupid not to be doing the lottery, since not doing it will bring them bad luck.

3 He was trying to convince the villagers and everyone listened to him. A consequence of this is that there will be a person getting stoned to death every year for committing the lottery.

1 In conclusion, blindly following tradition and brainwashing are when you follow other's ideas

4 without thinking if it's right or wrong yourself... An example of brainwashing was in Nazi

Germany, where Hitler convinced German people to hate Jewish people. If you were Jewish,

2 you had no human rights and many Jews were killed. An example of blindly following tradition is india, when they used to have a tradition that when a husband dies, the wife

4 would have to get buried alive to show loyalty to him... I think people should be more aware of how dangerous blindly following tradition and getting brainwashed is. Children should be

3 taught about that at school, so that there will be less people doing things that harm themselves or others.

430 words

	Grade Boundary: Low Achieved
3.	<p>For Achieved, the learner needs to write a response for a specific purpose.</p> <p>This involves:</p> <ul style="list-style-type: none"> • communicating the specific purpose of the response • describing and developing ideas or issues • using content, structure and organisation appropriate to the specific purpose • writing coherent and cohesive text • using a range of language features and vocabulary appropriate to text type • conveying meaning, although errors and inaccuracies may occur. <p>The learner has written a response to an event, a school cultural festival, for a school magazine.</p> <p>The specific purpose of the response, to write a review of the festival, is communicated. Ideas are described, with limited development. The review has elements of a recount.</p> <p>Content, structure and organisation are appropriate to the specific purpose. The introduction provides information about the festival and the writer's purpose. Central paragraphs describe the food markets before the festival and review some of the student performances. The conclusion describes the finale and thanks the teachers and students involved.</p> <p>The response is coherent. Ideas are presented in a comprehensible manner and logical order. Ideas are linked within paragraphs using a limited range of cohesive devices, including pronoun reference (1).</p> <p>A range of language features are used. These include simple, compound and some complex sentences (2), as well as verb forms (3). A range of vocabulary appropriate is used, including positive adjectives and some collocations (4). Errors and inaccuracies occur, especially in verb and adjective forms, but these do not obscure meaning.</p> <p>For a more secure Achieved, the learner could further develop ideas.</p>

W_____ High School performed the cultural festival on last Saturday night that gave us a lot of useful information of each culture such as Japan, Korea, China and Germany. What an incredible Saturday evening. My purpose is to write a review for the school magazine.

- ① The festival first started with food markets. There were several foods presented for each country. All the international students went to the school kitchen to prepare and cook their foods. The cooking took half day to be done for present to the cultural festival. Some of the
- ② Kiwi students came to help our working and they all worked extremely hard to make that lovely night for the audience.
- ③ The food market was closed after half an hour then people went back to their seats to watch the performances that the international students had organised and practised for few months
- ② ago. That was a big surprise for me when the traditional dance of Thailand was on because it was gorges and the combinations between music and the costumes were perfect. I
- ① enjoyed that dance. The next show that I felt exciting was the dance of the Germans... They
- ④ used an eventful song to warm our hall up. Everyone became more vibrant after their
- ① performance. To continue the excitement was the South Korean pop dance. In my country or even here, the Kpop dances are really famous, so there are no wonder that people,
- ④ especially the teenagers were so enjoyable to the South Korean dance. "Bang Bang Bang" what a thrilling song!
- ① There were some more interesting performances that I couldn't list them all. To finish the cultural festival was the song "Can't stop the felling" that presented by all the international
- ② students, which was the part that I liked the most. Everyone sang that song like a big family. I would like to give thanks to all the teachers had organised the cultural festival and also
- ④ thanks for all the hardworking international students that participated in cooking and performances. Well done for all.

336 words

	Grade: Not Achieved
4.	<p>For Achieved, the learner needs to write a response for a specific purpose.</p> <p>This involves:</p> <ul style="list-style-type: none"> • communicating the specific purpose of the response • describing and developing ideas or issues • using content, structure and organisation appropriate to the specific purpose • writing coherent and cohesive text • using a range of language features and vocabulary appropriate to text type • conveying meaning, although errors and inaccuracies may occur. <p>The learner has written a response to a written text, a short story, <i>Kevin Rhymes with Heaven</i>.</p> <p>The specific purpose of the response, to focus on the theme of bullying, is communicated.</p> <p>Ideas about bullying are described in relation to events and characters in the story, but these are not developed.</p> <p>Content, structure and organisation are generally appropriate to the specific purpose. The introduction identifies text details and states the response purpose. Two central paragraphs describe physical and emotional bullying, as experienced by the characters, with a definition added at the end of each. The conclusion states the learner's opinion.</p> <p>The response is generally coherent and comprehensible. There is some linking of ideas within paragraphs, using simple conjunctions and pronoun reference (1).</p> <p>There is a limited range of language features and vocabulary. Simple, compound and some complex sentences (2) and verb forms (3) are used. Vocabulary mainly relates to recounting events in the story. Errors and inaccuracies occur, especially in verb forms, but do not obscure meaning.</p> <p>To reach Achieved, the learner could develop ideas and use a greater range of language features and vocabulary.</p>

Learner 4: Not Achieved

Intended for teacher use only

My purpose is to write about bullying in “Kevin Rhymes with Heaven.” “Kevin Rhymes with Heaven” was a short story by Martha Morseth in 2002. **This essay will focus** on the idea of bullying.

3 **Kevin and Billy were bullied by Grearson.** There was a prefect Grearson fooled the teachers into thinking he was a nice guy but he usually made other people unhappy and to bully other people. One day, Kevin and Billy lined up for a bus ride home, but they met Grearson and he grabbed their collar and pulled them out of the queue. Grearson usually picked on guys who **1** are shorter and smarter than him... **This was physical bullying,** and I think physical bullying is any bullying that hurts someone’s body.

1 **Furthermore** it was about emotional bullying. At Lucinda’s party, there was a rule about sweet birthday, Kevin should kiss the birthday girl. Kevin felt uncomfortable and saw Billy kissing Oriana in a dark corner of the veranda. **Kevin wasn’t sure he liked Lucinda that** **2** **much, so he didn’t want to kiss her.** That night in bed Kevin couldn’t sleep, because he thought about his future. I think he has to face to face with Lucinda. They needed more talk. Emotional bullying is when a person tries to get what want by making others feel angry or afraid.

1 **In conclusion,** this story was written about bullying. I think bullying other people was not **2** good. **I think Grearson was wrong because he hit Kevin and Billy.** If I was bullied by someone, I will tell teacher and I will tell someone stop.

264 words