



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

## **Exemplar for Unit Standard**

### **English Language Level 3**

This exemplar supports assessment against:

Unit Standard 31008

Read and understand a range of written texts independently (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

	Grade: Achieved
1.	<p>For Achieved, the learner needs to read and understand a range of written texts independently.</p> <p>This involves:</p> <ul style="list-style-type: none"> <li>• reading a minimum of six written texts, one of which is an extended written text, of at least three different text types</li> <li>• recording the date of reading, title, text type and the author or source of each text in a reading log</li> <li>• providing a personal written, oral or visual response to each text to show engagement with the text.</li> </ul> <p>This learner has read six written texts of three different text types – three short stories, two poems and an autobiographical extended text.</p> <p>The title, text type, author of each text and the date read have been recorded (1). All texts meet CEFR high B1 complexity requirements.</p> <p>A personal response has been written for each of the six texts, three of which are included. Responses show engagement with the text in different ways. These include making connections between the text and the reader’s experiences, such as happiness at school and celebrating one’s cultural legacy through performance (2).</p> <p>Engagement is also shown through empathy with the hardships and fears of Rwandan refugees, based on prior knowledge of family struggles (3).</p> <p>Other responses not included make connections between bullying and prior knowledge of teacher mistreatment of students in the reader’s home country, and show empathy towards black American victims of police brutality and a close friend who suffered from extreme anxiety.</p>

Learner 1: Achieved

Intended for teacher use only

## Reading Log

Text Type	Title	Author	Date read
Autobiography	Chinese Cinderella	Adeline Yen Mah	7 march 2020
short story	From Africa to NZ	Giselle Promise Iradukunda	13 march 2020
① poem	My Ancestors	Unknown	20 march 2020
Website	Police Departments have 400-year history of racism	Wenei Philimon	8 <del>July</del> June 2020
short story	<del>On Bullying</del> On Bullying	<del>Unknown</del> Erik Smith	12 June 2020
poem	When I wake up	Solome Tadesse	30 June 2020

Personal Responses

<p>Text 1</p> <p>2</p>	<p>This is a story of Adeline's struggle in life of how she was mistreated with her own family. Adeline's family considered her as a bad luck of her family because their mother died giving birth to her. But eventually she finally overcome the odds to prove her truly worth. In my personal experience, I also felt what she felt towards her own family. At the short time of my life I also found my happiness at school just like Adeline's found her happiness at school where she excels in her studies and has a good friends. But at home neither achievement are nothing and ignored. When I read about this story "chinese Cinderella", it reminded me of how parents mistreated and ignored their children if they are poor family. In this text it relates what happened to Adeline's whole she was living with her own family but she never felt that she was belong with them. Because in Chinese culture, they will prefer having a son than a daughter.</p>
<p>Text 2</p> <p>3</p>	<p>This is about the family of Giselle who experienced war and genocide in Rwanda. But eventually they survived and they started a fresh life together in Congo Refugee Camp. And after many years, they chose to continue living together in Aotearoa, New Zealand. In my personal experience, we didn't experience to be at war before going in NZ. But we experienced the poverty that Giselle also experienced in their country before migrating in New Zealand. When I read about "from Africa to New Zealand" in this text, it reminded me of how people in my country (Philippines) sacrifice their lives to be able to save their family and even to feed their family. In this text it relates what happened to family of Giselle in their own country and how people can do to kill people, and how people abused and afflicted the innocent people. And seeing people living on streets with no foods and water.</p>
<p>Text 3</p> <p>2</p>	<p>This is a poem about the culture of Samoan ancestors. This is a poem about a 12 years old boy who is very proud to be a samoan who loves fire dancing, throwing fire in the air, likes slap dancing, that reminds him of his ancestors who is cheering for him to fight. His poem was all about how his ancestors lives in his life, how the past have shaped him for what he was become today. This poem reminded me of <del>when</del> when we performed <del>our</del> our culture in to share and show to people how our ancestor shaped us as well in what we are today and how much we love being Filipino. <del>and</del></p>

	Grade: Not Achieved
2.	<p>For Achieved, the learner needs to read and understand a range of written texts independently.</p> <p>This involves:</p> <ul style="list-style-type: none"> <li>• reading a minimum of six written texts, one of which is an extended written text, of at least three different text types</li> <li>• recording the date of reading, title, text type and author or source of each text in a reading log</li> <li>• providing a personal written, oral or visual response to each text to show engagement with the text.</li> </ul> <p>This learner has read six written texts of three different text types – two novels, two articles, a poem and a short story.</p> <p>The title and author/source of each text have been recorded, as well as the date or term read (1). The text type is recorded correctly for four of the texts.</p> <p>A personal response has been written for each of the six texts, three of which are included. Some responses show engagement with texts. These include making personal connections in the texts relating to the love theme in ‘The Snow Goose’, and a baby’s first word (2).</p> <p>Other responses (not included) show connections to ideas about judging and believing people in the context of the novel ‘Psycho’ and to an article about saving endangered species.</p> <p>For Achieved, stronger evidence of understanding and engagement is needed for the poem ‘Eating Words’, as well as the article (not included) about salty oceans.</p>



**Learner 2: Not Achieved**  
 Intended for teacher use only

Reading Log

Name: \_\_\_\_\_

①

Date read	Term 1
Title of text	The Snow Goose
Text type	novels short stories
Author or source	Paul Gallico
Personal response	
<p>This book was about hopeless love between a girl and an old man. They met, befriended and loved each other through the snow goose. But however there are the age difference between them, so they couldn't see that, and they couldn't see anyone because a man had to go to help soldiers and he didn't come back.</p>	
<p>I think the main idea of this book is love, we could feel the love from everything like they loved the snow goose and they loved each other. I think that</p>	
<p>I have to tell gratitude to people I love especially my family because I don't know when they will die and I don't want to regret.</p>	

②

Reading Log

Name: \_\_\_\_\_

Date read	Term 2
Title of text	Why Are "MaMa" and "PaPa" a Baby's First Word?
Text type	Article
Author or source	Live Science Staff
Personal response	
①	<p>It was about "Why are 'MaMa' and 'PaPa' a baby's first word?" There are some reasons, <del>It</del> It relates the brain, <del>and</del> parents and cultural languages. Mama and Papa are chosen words to teach babies and <del>it</del> <sup>they</sup> also <del>are</del> are easy to recognize the sounds in the human brain.</p>
②	<p>I think the topic of article is so interesting. I've never thought about the first word of <del>the</del> baby <del>there</del> has reasons. This article <del>shows</del> indicates the brain develops from birth to death. I wondered my first word and asked my mother. It was 'mama'. Actually I hope my <del>my</del> baby will say '<del>my</del> dudu' as first word.</p>

Reading Log

Name: \_\_\_\_\_

1

Date read	Eating Words
Title of text	<del>Reading</del> Eating Words
Text type	Poetry
Author or source	Katherine Haugh
Personal response	
The poem was written using meaning of words and the words which used that words. For example carni means meat, carnivores eat snakes, deer and lamb. It tells insectivores, herbivores, omnivores as well. At last, It <del>also</del> also tells they can suck or chew	
I think this poem tells meat cookery. If there is something to eat, some can be eaten. I felt people who is included in that and we are not strong. The poem makes me very <del>confused</del> confused because it was hard to understand the meaning. Any way I will <del>not</del> appreciate to eat food and try not to <del>waste</del> waste food.	

Sometimes even me or you - too